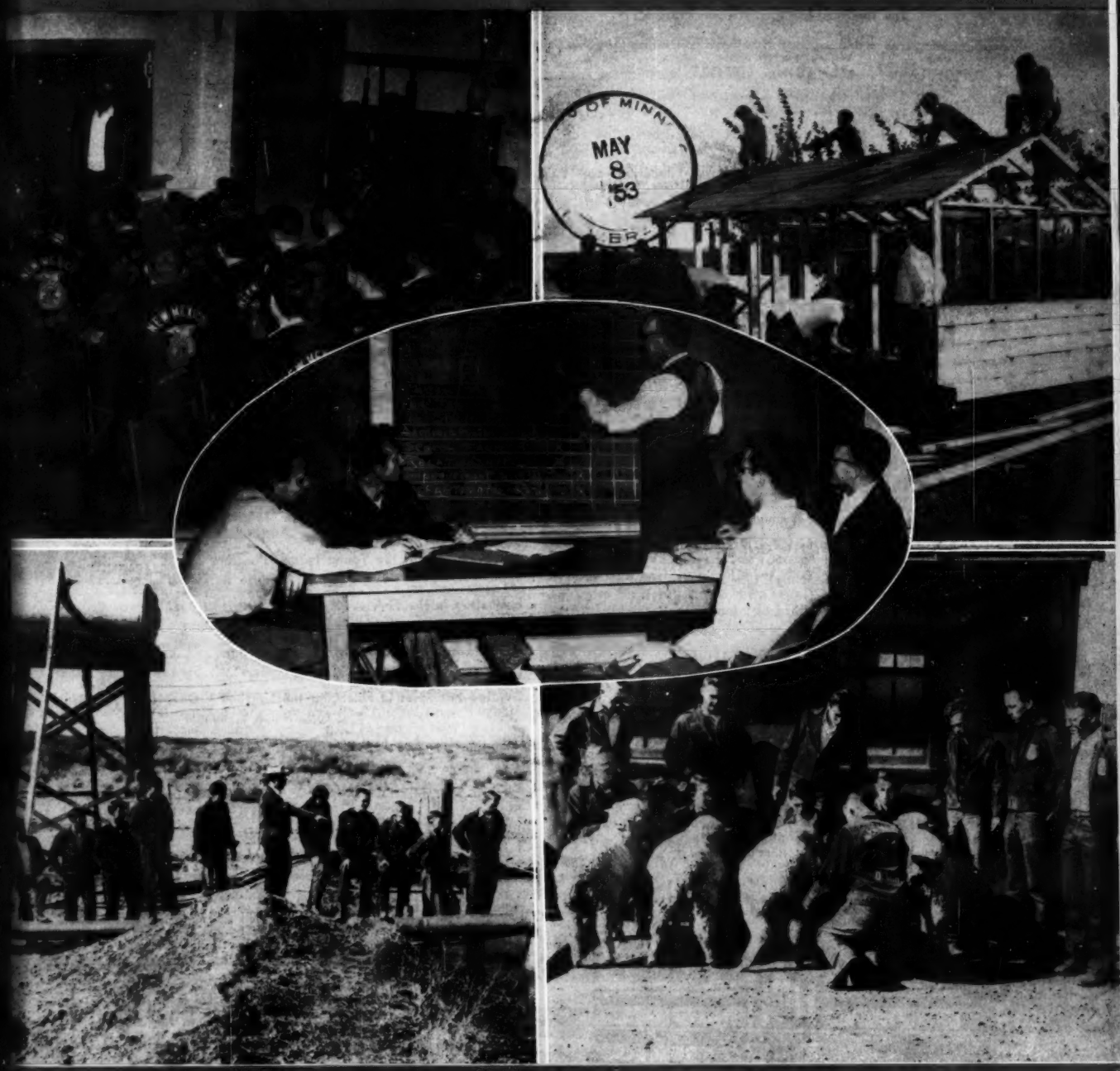
The AGRICULTURAL EDUCATION Magazine

VOLUME 25 MAY, 1953 NUMBER 11

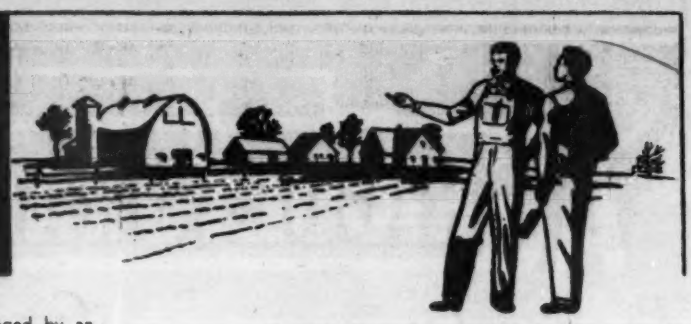


Picture legend, page 254

Featuring . . .

Evaluating Programs

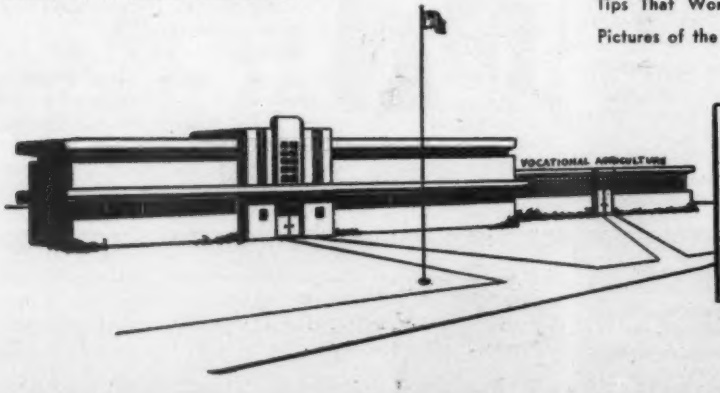
The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

The Interstate Danville, Illinois

Contents



Subscription price, $1.50 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, $1.75. Single copies, 15 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Progress through research

DR. R. M. STEWART, Professor of Rural Education, Emeritus, Cornell University

RESEARCH — This is a very meaningful word! Studious inquiry on the part of anyone leads to varieties of action—both in experience and understanding—and leads frequently to exhaustive experimentation. This constitutes the essence of all learning and becomes the essential essence of research. Webster characterizes research as studious inquiry. No longer should we say that professional leaders have no time for research and that it is none of our business—as some were wont to say in earlier days. Of course we must be practical, but always on a higher level of the practical. Certain people can give more time to research than others but all of us must do something or deny the purpose of the vocation. My first premise is, therefore, that *research and methodology are related so intimately in every aspect of the learning-teaching processing that we cannot wholly separate them if we should try.*

It is apparent to that *the improvement of farming and agriculture is our principal responsibility—through the medium of our students and our communities.* This is a second premise that we may emphasize today. Anything that we can do through directed inquiry, performance and other industrious activities, that leads us to discern what practices are poor and what are better, that gives validity and characteristic to facts that we have either discovered or acquired as the result of other studies, that uncovers an inclusive set of practically related problems in connective relationship to the main issues of farming and agriculture, this should, by all means, be done. This provides for participation in research, and promotes economic and social welfare as well.

Growing out of the above is a third premise. *Research develops new meanings appropriate to the various learning levels of our learners and other constituents.* We know that agricultural research appends itself to a very wide range of issues and difficulties that inhere in our farming problems. It commands versatile talents at whatever levels our services take, and we have a stake according to our abilities. Our standards have been raised by the varied types of research that this Magazine and other similar organizations have presented from time to time; some relatively practical—applied, technical or special; some organized for the purpose, perhaps, of merely increasing knowledge and invention for its own sake; and some that certain persons may have reservations of accepting as research unless rated as such by some appropriate body. They are all, however, for the most part, the result of genuine inquiry. They all improve our conception of agricultural education, or at least raise questions. What area of life is richer in resources than agriculture and its related contributory disciplines!

The importance and manifold opportunities for tying research into our professional programs constitutes a fourth premise. We have recognized that research, after all, is the core of our professional life. Our philosophy depends upon it; so does effective science and our methodology with its evaluative criteria. Also, economic and social welfare, and our clearer insights into human relations depend upon it. Many of our group have given special attention to the above items, and more too, through the many and diverse means for effective research—particularly for the improvement of professional development. We use demonstrative procedures in our teaching performances. We have used the results of organized research. We have identified our studious activities with the "scientific method." The scope for further development is unlimited. Note in the pages of this Magazine from month to month, and at special times, the lists of studies completed or "underway" for suggestions of unsolved problems. The day has passed when any able teacher or other leader may say truthfully, "Our State has no research to report—that is not our business." Test out in this issue how many unsolved problems you can discover. □

Guest Editorial . . .

QUENTIN REYNOLDS, General Manager,
Eastern States Farmers' Exchange, Inc., Springfield, Mass.

Farming in many localities of this country has become a business and is destined to become such in most other farming areas. Vocational education in any area aiming to fit youth to farm successfully, or to train adults to farm to greater advantage, must recognize the need for business courses and adjust its curriculum to the stage of this development in its particular area.

In the evolution of farming from a subsistence basis to a business basis, farmers have been assisted greatly by vocational schools, agricultural colleges and the Extension Service. But how long can a farmer continue to progress relying heavily on schools, colleges, the Extension Service, and other agencies for planning and carrying on his particular management program? Actually, such programming and administration are part of his responsibilities just as they have been the responsibilities of other businessmen for the generations since all business was closely related to a subsistence economy.

Vocational education programs in agriculture must meet the existing need as it evolves as successfully as they have been meeting needs to date, anticipating changes at least as quickly.

And students today need more economics. Those who come from farms have a far greater comprehension of the principles of economics than do their urban cousins. But all require courses such as those dealing with credit, its sources and their uses, bookkeeping and accounting, purchasing, marketing, the opportunities and limitations in self-help cooperatives, and other non-Government and Government agencies. To date, farmers have been securing this knowledge chiefly through the school of hard knocks, many with conspicuous success but many in quite the opposite fashion. Courses of the type here suggested may be already available in other departments of the school, and with appropriate modification they may be required for the students in agriculture. Some courses very much needed by the present-day student in agriculture may need to be added. In either event the courses should be adequate and not stop-gap affairs. These courses must be in addition to and not in place of the present programs which will continue to be valuable to the farmers who shall have successfully participated in them.

Every farmer is a citizen charged with responsibilities which become more complex and more diversified. In this age of specialization, it is imperative that during their school years our youth gain perspective as a basis for their broad responsibilities as citizens while they fit themselves for their vocational specialty. It is as essential that the agricultural student be aided by his schooling for his responsibilities of citizenship as for his profession of farming.

The curriculum should certainly be so developed that students know and recognize basic sources of information and how to evaluate and continue to use them intelligently after completing their formal education. Much information gained in school today will be out of date tomorrow, but the discipline of learning acquired today will stand the future farmer in good stead if in school he also acquires the faculty for and the habit of keeping himself up to date. □

The FFA—the vehicle or a wheel?

ALFRED H. KREBS, Teacher Education, University of Illinois

FOR some time protests by teachers of vocational agriculture concerning the extent and nature of FFA activities have been gradually increasing. These protests have now increased to a point at which they can no longer be ignored. Perhaps we should take a fresh look at the purposes and program of the FFA to determine the reason for the rumbles of discontent, and to suggest such corrective measures as may seem warranted.

The following quotation was taken from page 8 of the *Official Manual for Future Farmers of America*:

> "The FFA was and is designed to supplement training opportunities for boys who are progressing toward the goal of establishment in a farming business."

The FFA is, presumably, one part of a total program of vocational education in agriculture for a community. It exists, presumably, because there are certain kinds of educational experiences which can be provided more adequately through such an organization than through other phases of the program of vocational education in agriculture.

These experiences should provide education in such areas as leadership, cooperation, community services, organizational and personal finances, school participation, personal development, and rural recreation. As indicated, some emphasis should be on general education. In this way, the program of work can effectively contribute toward making vocational agriculture an integral part of the total educational prog am of the school. By limiting activities to these areas, the FFA can supplement properly the education provided through other phases of the program. The question which must now be answered is, "Are the activities of the FFA limited to the six areas indicated?"

To partially answer the question above, we need only to examine some of the "Gold Emblem" entries in the National FFA Chapter contest. Even a brief look at the programs of work will show us how far we have strayed from the original purposes set up to guide us in our conduct of FFA activities. One of the more obvious departures from the original purposes is the manner in which supervised farming programs are included, as if they were a primary function of the FFA only. This phase of the program of vocational agriculture has been almost absorbed into the FFA, instead of remaining the center around which most of our instruction and activities should revolve.

Another aspect of the present FFA program which should be examined is that of the many contests in which boys are asked to participate. Teachers of vocational agriculture are probably more "vocal" concerning contests than about any other phase of FFA activities. A brief survey of the great number of contests makes it difficult to deny the accusation of many teachers that we are getting "contest happy." These contests need to be evaluated carefully in terms of the contribution they make toward the eventual establishment of boys in farming. Those contests which make no contribution to this goal should be eliminated and many others should receive reduced emphasis.

A third indication that we are straying from the original purpose of the FFA is the disproportionate amount of time devoted to the FFA by workers in agricultural education on all levels—local, state and national. More and more time is devoted to consideration of FFA problems of such minor nature as the manufacture and sale of FFA supplies, behavior problems growing out of an over-developed national convention, securing industrial funds to promote the FFA and the process of measurement for FFA jackets. This time could be better used for improving other phases of our total programs of vocational education in agriculture.

Perhaps enough has been said to indicate the direction in which the FFA is moving, but one more illustration should be cited—the extent to which our publicity efforts have been devoted to the FFA. What do the headlines say? What is included in articles in magazines and newspapers? Too much of our publicity deals with the FFA activities and awards for the many contests. And, of course, supervised farming is just another FFA activity! Too few of the articles carry the caption "Vocational Agriculture." Not enough emphasis is placed on the young-farmer and adult-farmer phases of our programs. An equal amount of publicity devoted to the total program would do much to help develop the kinds of programs of vocational education in agriculture to which rural communities are entitled.

These warning signs should help us recognize the dangers inherent in the path we are following. If we insist on attempting to make the FFA the vehicle of our total program, we will not only fail to accomplish the broad objectives of vocational education in agriculture, but we also will fail to accomplish those objectives which are specific to the FFA itself. The broad objectives will be gradually altered to fit the structure of the FFA organization, and the specific objectives of the FFA will be overshadowed and gradually eliminated by the great number of new objectives resulting from the attempt to absorb the total program.

What can be done about this situation? The answer lies with the advisers of the local chapters of the FFA. It is the guidance of the local chapter adviser which can do the most to direct the activities of the FFA along more profitable pathways. The following suggestion for a program of work may be of some service in bringing the FFA activities back into proper perspective. Naturally, state and national programs of work should be designed to assist local chapters to accomplish their purposes. The state and national organizations have no other reason for being in existence.

Six broad areas of activity are suggested together with possible objectives and specific activities for accomplishing these objectives. An attempt was made to place the emphasis on activities which would contribute to the overall development of the boys in the six areas listed, and to exclude those activities which are best carried on through other phases of the total program of vocational education in agriculture. The lists of activities are not comprehensive. Only those activities are included which may not be generally included in FFA programs of work, or which represent a change in emphasis. In planning the program of work, the objectives should be listed at the beginning of each section to serve as guides in deciding what activities should be included. The process of evaluation must necessarily be in terms of the abilities developed as stated in the objectives.

Suggested Program of Work

I. *Leadership*

Objectives: To develop the ability of members to participate effectively in local organizations as members or officers. To develop the ability of members to serve as spokesmen for rural peoples.

Activities contributing to accomplishment of objectives:

1. Give all members experience in acting as chairmen of committees and as members of committees.
2. Provide for the participation of all members in meetings through reports and by having the chairman call on individuals for expression of opinion.
3. Maintain FFA membership in various community and agricultural organizations with appointed representatives of the chapter for each.
4. Arrange for members to speak before public groups.
5. Provide recognition for outstanding accomplishments in (a) S.F.P. (b) school participation, and (c) various FFA activities.
6. Study various organizations, including the FFA, to discover how to make organizations more effective.

II. *School participation and personal development.*

Objectives: To develop an understanding of how the school can contribute to the preparation of members for the future. To develop the ability of members to make the most of their educational opportunities. To develop an understanding of responsibilities to the school and the ability to assume these responsibilities. To develop the ability of members to plan their educational programs jointly with parents and teachers. To develop an understanding of how vo-ag fits into the total school program.

(Continued on Page 260)

"Ear-marked" time for adult education

G. S. GUILER, Vo Ag Instructor, Canal Winchester, Ohio

G. S. Guiler

FOR the past two years it has been my opportunity as a teacher of vocational agriculture to conduct an experimental vocational agriculture program in Ohio. One-half of the day is spent with the high school classes, integrating farm shop, and having the afternoon free to give attention where needed with emphasis on young and adult farmers. This program differs from the regular Ohio program in that the present Ohio plan calls for a separate farm shop course offered during the Sophomore year. Through the integration of farm shop two extra periods, or 90 minutes, each day are gained for the development of adult education. Such a program provides 90 more minutes per day, or 270 more hours during the 180-day school year. This means seven and one-half hours per week in which to carry out a more complete program of vocational agriculture.

Can a complete job in vocational agriculture be done without any time spent with young and adult farmers? The Smith-Hughes Law states our purposes as being in part, "To train present and prospective farmers."

Where Time Is Spent

Let's see where some Ohio teachers of vocational agriculture are spending their time. During a recent study, it was found that the average Ohio teacher spent his time as shown in the table below.[1]

Percent of Total Time Spent on Job	Where Time was Spent
63	High School
13	General School Activities
9	Community Activities
3	Young Farmers
1	Adult Farmers

On the basis of the information in the above table the average Ohio teacher of vocational agriculture could have seven and one-half hours, or twice as much time available for adult education as he is actually spending, by integrating farm shop over all four years.

If we accept the challenge of a complete vocational agriculture program then it appears that more time must be "ear-marked for young and adult farmers." These Ohio teachers, it will be noted, spent only four per cent of their time on this phase of the program. This group of farmers in every community is much larger than the prospective farmers (high school farm boys) and in many cases as much as ten times as large. Are you satisfied with only one-tenth of your prospective enrollment?

What are the main advantages of having time ear-marked for adult education? These are my main observations:

1. More Time for Farm Visits

The teacher of vocational agriculture has a better opportunity to visit farmers on their own soil where their actual farm problems exist. The well-planned visit will unravel problems of interest to all farmers and not only to the one visited. Many times I have found these problems to become the basis around which I planned my group instruction. Helping the farmer find these basic problems is necessary before we can expect him to carry out improved practices. These problems, many times, are not only individual problems but as more farmers become conscious of them they become community problems and a source of material for planning general group instruction or material for special interest group meetings. When important problems are encountered in a specific enterprise then special interest group meetings are held on a different afternoon or evening from the general group meeting.

I have found the personal farm visit to be essential for good pedagogic planning if the individual and group instruction is expected to be practical. These visits allow for more effective utilization of knowledge and know-how for the farmer at group meetings and above all good "feed" for the all-day boys enrolled in vocational agriculture. In addition, the well-planned visit to the individual farmer may not only be of service to him but brings about a better relationship between the school and the community as found in a recent Ohio study.[2]

2. Better Farm Shop Instruction

Through an integrated program it is conveniently possible more nearly to meet the farm shop needs of the high school boys and the adult farmers by giving some attention to these needs each year. Consequently, a more even distribution of farm shop time and more effective utilization of the farm shop and equipment results. Some teachers may feel that their farm shop facilities are too extensive to avoid having a full-time shop course. Actually, over a period of four years of vocational agriculture the total use of the farm shop is greater and it is certainly more effective and efficient when the young and adult farmers are given added time in the afternoon during the slack winter months on the farm.

The Freshmen boys enrolled in vocational agriculture have an equal opportunity to use the farm shop with the Sophomores when the shop work is integrated over all four years. Little time is available for building tie racks, broom holders, and flower boxes which are often products of the regular shop courses in cases where the Sophomore boy has exhausted all of his present farm shop needs. The following year he will be likely to encounter some additional needs in farm shop and through the "half and half" program these needs can be conveniently met.

3. Remainder of Program Improved

From my observation our high school vocational agriculture program and the FFA have not suffered. During the past two years I have maintained the same type of program in the high school classes and the FFA as existed before the schedule change. The same amount of time is still available for the high school boys as before with the exception of the Sophomore farm shop work which is easily integrated over all four years of vocational agriculture in high school. In fact, the FFA and high school classes have become more effective with a better utilization of community resources and less chaff in the teaching material as a result of having a little less time to spend.

By this I mean that something had to come out of the all-day program of instruction when class time was to be given to farm shop work. This provided an opportunity to sift out some teaching material that could be taught in the young farmer or even the adult farmer meetings, and keep the all-day classes on a more practical basis.

4. More Service to Out-of-School Groups

A higher status is given to adult education and more people recognize it as a definite part of the total vocational

(Continued on Page 249)

[1] D. R. Purkey, *Time Used for Professional Activities by Teachers of Vocational Agriculture in Ohio*, Master's Thesis, Ohio State University, 1951.

[2] G. S. Guiler, *An Evaluation of the Program of Adult Education in Vocational Agriculture at Canal Winchester, Ohio*, Master's Thesis, Ohio State University, 1951.

A special interest group meeting concerning a problem in the dairy enterprise.

Evaluating the productive swine enterprise project

J. D. THOMAS, Vo Ag Instructor, Waynetown, Indiana

J. D. Thomas

IF ANY farming activity engaged in by the vocational agriculture student is to be educational, it must add to the growth and development of the student taking part. The supervised farming program includes all of the farming activities of educational value carried out by students enrolled in vocational agriculture and supervised by the parents and the vocational agriculture teacher.

The vocational agriculture program, with the individual farming programs of the students the part most easily observed, will be evaluated in some manner by teachers, parents, and others. Much of this evaluation will be very subjective with the emphasis placed on show-ring winnings, judging results, etc. A true evaluation would be of the change in the individual as a result of the learning activity. However, individual change is very difficult to measure. Change in the individual may be reflected by the achievement of the goals or objectives. Objectives may also be important ends in themselves.

The objectives referred to here are taken from the major objectives of the vocational agriculture program and applied to the swine enterprise. The application should be made by the students with the guidance of the teacher. The goals should be based on results obtained by efficient farmer's and student's past swine program records.

Objectives and goals may be set up and applied to the following phases of swine production that are a part of the swine productive enterprise:

1. Sow and litter—The boy feeds and manages the sow or sows during the gestation and lactation period and the pigs until they are marketed. This would cover a complete production cycle.

2. The sow and litter project may be started by the purchase of a gilt at weaning time and completed by carrying her through the production cycle.

3. Feeder pigs may be purchased at weaning and fed to a desirable weight and finish for market.

Evaluation may stimulate the student to better his farming program and also aid the teacher in improving his techniques for conducting the supervised farming program. The accompanying evaluation device in the form of a rating scale makes use of many different types of evaluation activity. It provides information to others and gives the student an opportunity for self-evaluation as well as evaluation by the teacher. The device includes the following parts:

1. Objectives of the swine productive enterprise project in terms of outcomes.

2. Evidence that these objectives are being achieved.

3. Methods of obtaining evidences that the objectives are being achieved.

4. Rating of these evidences.

After rating has been made, a line graph should be constructed to get a graphic picture of the effectiveness of the swine productive project of the individual student.

Summary Statements

1. A productive enterprise project includes a complete production cycle of crops or livestock.
2. Objectives are important ends and also reflect changes taking place in the individual achieving the goals.
3. Self-evaluation will stimulate the student to improve his program.
4. Evaluation should be continuous and should measure changes in the individual.
5. Evaluation correctly interpreted will help in the growth and development of the individual.

(Continud on Page 247)

THE EVALUATION DEVICE

Objectives of Swine Production in the Supervised Farming Program in terms of Outcomes.	*Evidences that objectives are being achieved.*	*Methods of obtaining evidences that Objectives are being achieved.*[1]	*Scoring of Evidence* 1 2 3
I. To Develop Abilities Needed for Proficiency in Swine Production. A. Ability to select profitable breeding animals. B. Ability to feed properly. C. Ability to properly manage swine. Suggested goals. 1. To have 8 pigs raised to 56 days per litter. 2. Average litter weight to be 320 pounds at 56 days. 3. The average weight per pig to be 40 pounds at 56 days. 4. Average weight of pigs to be 220 pounds at 180 days.	1. The development of long time and annual plans for the swine enterprise. 2. The use of approved practices in swine production. 3. The assuming of managerial responsibilities by the boy. 4. Records are kept to show advance in project. 5. A background of knowledge is acquired. 6. Productive efficiency is attained to level of ability.	1. Inspection of plans by instructor. 2. (a) Boy develop a list of approved practices, check them when used and report to the instructor. (b) Visits to farm to see practices in use. (c) Pictures of practices in use. 3. Conferences with boy and parent to determine activities boy had a part in decisions. 4. Inspection of records for completeness and accuracy. 5. (a) Conference with student. (b) Written test, teacher made. 8. Examination of records and efficiency factors to note progress toward goals.	
II. To Develop Ability to Earn Money in Swine Production Suggested goals. 1. Four hundred pounds feed fed for each 100 pounds of pork produced. 2. Annual profit of 6% on investment. 3. Market pigs at 6 months of age.	1. Annual profits. 2. Increased net worth of herd. 3. Marketing for best returns. 4. Economical use of feeds.	1. Examine summaries of project. 2. (Same as 1) 3. Notation of records as to time of marketing and price received. 4. (a) Observation and conferences on the farm as to feeding practices. (b) Note amount of feed fed for gains made.	
III. To Aid in Establishing a Swine Herd. Suggested goals. 1. A project agreement in use for project. 2. A father-son partnership in the swine herd in operation by graduation or A swine herd belonging to the boy on the home farm. 3. Foundation stock purchased as needed.	1. A written agreement used. 2. The development of a self-owned or partnership swine herd. 3. Foundation animals purchased. 4. Earnings and investments from sale of animals invested in enterprise.	1. Instructor check for presence of the terms of agreement. 2. Conference with parents to determine status of student. 3. (a) Observing the animals. (b) Cumulative list of animals. 4. Observe net worth statements and investments.	
IV. To Improve the Home Swine Herd. (See goals for Objective I)	1. Productive efficiency of home herd improved. 2. Profits from home herd are increased. 3. Approved practices are used.	1. Comparison of costs, gains, etc. with standards. 2. Observation of cost accounts to determine the profits. 3. Report made to teacher by student of approved practices adopted and used.	
V. To Improve Swine in the Community. Suggested goals. 1. Hog cholera free herds. 2. One hundred per cent use of purebred sires. 3. Continuous process of selection.	1. Approved practices as adopted by the farmers of the community. 2. Productive efficiency in swine production increased.	1. & 2. (a) Annual survey to determine practices adopted and improvements made. (b) Pictures taken "before" and "after" in community.	

(Continued on Page 247)

[1]The items in this column correspond by number with items in the second column.

THE EVALUATION DEVICE (Continued)

Objectives of Swine Production in the Supervised Farming Program in terms of Outcomes.	*Evidences that objectives are being achieved.*	*Methods of obtaining evidences that Objectives are being achieved.*	*Scoring of Evidence* 1 2 3
IV. To Contribute to Improved Living on the Home Farm. Suggested goal. 1. Provide family meat supply.	1. Slaughter, processing, and storage of needed meat supply.	1. Note record of animals slaughtered, processed, and stored for family use.	
IIV. To Develop an Increased Interest in Farming.	1. Degree of interest in agriculture classes as shown by effort put forth, etc. 2. Interest in farming as shown by acceptance of responsibility. 3. Feeling of accomplishment by individual.	1. Observation by teacher. Anecdotal records of special events, etc. 2. Observation of teacher and conference with parents. 3. Study of student project stories, record of long time plans.	
VIII. To Develop Attitudes and Abilities of Cooperation.	1. Partnership agreement in use for project. 2. Cooperative use made of sires with parents and others.	1. Check agreement and terms used. 2. Observe extent of cooperative activity carried out.	

References Used

1. Cook, G. C.—*Handbook on Teaching Vocational Agriculture.* Interstate Printers, Danville, Illinois, 1947.
2. Deyoe, G. P.—*Supervised Farming in Vocational Agriculture,* Interstate Printers, Danville, Illinois, 1947.
3. Hamlin, H. M.—*Agricultural Education in Community Schools,* Interstate Printers, Danville, Illinois, 1949.
4. *Indiana Farmer Training Book for Students of Vocational Agriculture,* Purdue University.
5. Prescott, J. A.—"Cooperative Evaluation," *Agricultural Education Magazine,* April, 1950.
6. Remmers, H. H. and Gage, N. L.—*Educational Measurement and Evaluation,* Harper Brothers Publishers, New York and London, 1943.
7. Swanson, G. I.—"Criteria for Evaluating Outcomes of Individualized Courses of Instruction in Vocational Agriculture." *Agricultural Education Magazine,* March, 1949.
8. White, C.—"Swine for Farming Programs," *Agricultural Education Magazine,* November, 1949.

Advisory committees needed in evaluating programs

CEDRIC A. LAFLEY, Asst. State Supervisor, Burlington, Vermont

Cedric A. Lafley

A STUDY conducted by our State Ag Teachers' Association showed 64% of 840 boys trained in vocational agriculture were engaged in work along the lines of their agricultural training. A further breakdown revealed:

Farming	58%
Allied agricultural pursuits	6%
Further education	5%
Non-agricultural occupations	31%
	100%

This is a record any state should be proud of, especially the 58% engaged in farming. However, the study was completed in 1935, almost twenty years ago.

We are in a constantly changing world, and an education is supposed to prepare us to meet the new demands of society. Has vocational agriculture kept pace with these demands?

In twenty years of experience with vocational agriculture, I have seen two major changes in our state: (1) the growth of a strong FFA organization and (2) increased emphasis on facilities for farm mechanics instruction. I doubt if our record of establishing young men in farming has kept pace with the economic changes.

Our State Governor has recently recommended a drastic cut in the requested budget for vocational agriculture. Every indication points to the Legislature upholding this reduction. This state is an agricultural state, and its legislative body is made up largely of farmers. Aside from the natural inclination to cut expenses wherever possible, there must be a better reason for such action. Either we are not fully meeting the needs of our farm communities, or we are not informing the public sufficiently about our program to maintain support.

During the last three years I have worked as State Supervisor with the Institutional On-Farm Training Program for veterans. This work has necessarily enabled me to associate with many local advisory committees. Although I did not have an advisory committee when I was a vocational agriculture teacher, I can see now where I erred. I believe a strong, active local advisory committee for a department of vocational agriculture is necessary. They are closest to the grass roots of our program. They should be able to evaluate our program and at the same time give us guidance and support.

We, as educators in vocational agriculture, have pointed with pride to our program as having had from the very beginning the elements of a true Life Adjustment Program. We have seen, and are seeing, general educators look upon the federal supported program of vocational agriculture with a jealous eye. I believe we have an important place in the public school, but we have a fight ahead of us to maintain it. We must choose the direction in which we should go and have the courage to make bold changes.

Many teachers are fearful of working with advisory committees. Members of such a committee are a serious group of sincere people. Sometimes they are frank to the point of tactlessness. Their main objective is to advise, not criticize; to help plan for the future, not "pan" the teacher!

The beginning teacher is our bright hope for the future. He is eager to learn, anxious to cooperate, and has no rut from which he is afraid of being jolted. It is a refreshing thing to observe such a teacher planning ahead with his advisory committee, evaluating his future program solidly based on the needs of his local situation.

Evolution is a slow, and sometimes painful, process. We have been talking and writing about advisory committees for years. Little has been left unsaid. We have made some small gains. A few teachers do realize the value of and utilize their committees. These teachers have been greatly helped in the young and adult farmer area of their programs.

We need local support for vocational agriculture as we have never needed it before. Our first step should be to establish local advisory committees. This will have to be done mainly through our newly trained teachers. Working together they should be able to not only establish more young men in farming, but also to insure public support and interest in vocational agriculture. □

The Brattleboro, Vermont advisory committee evaluates the local program with teachers of agriculture Ken Carpenter (left) and Burton Gregg (fourth from left).

Evaluating group production projects

HENRY KENNEDY, Vo-Ag Instructor, Williamston, Michigan

Henry Kennedy

THERE has been considerable discussion among vocational agriculture teachers in the past few years relative to the emphasis that is being placed on group production projects by FFA Chapters. These projects have involved all sorts of enterprises from raising a few broilers to operating relatively large and diversified farms.

The discussions center around the value of such projects and often the standards of value are based on personal opinion. That is, some are "fer 'em" and can see only their virtues, and some are "agin 'em" and can think only of their faults.

The author has been adviser of FFA Chapters conducting several different group projects with varying degrees of success and has often questioned whether or not these projects were worthwhile from the standpoint of providing educational experiences for the boys. A suitable technique for analyzing these projects was not available, so the tendency was to go along in a laissez-faire fashion, without any real effort to evaluate or improve them.

The need for a method of evaluating these projects objectively, led to the development of the following instrument which is one method by which teachers might evaluate the production projects conducted by FFA Chapters. It is hoped that all the educational values of good group projects can be realized and that good projects can be continued, while those projects with less educational value can be eliminated.

Objectives Identified

In developing this instrument there was need for identifying the objectives of teachers conducting group projects dealing with productive farm enterprises. A list of 61 objectives was secured by collecting those which were either expressed or implied in the articles on group cooperative projects which have appeared in *The Agricultural Education Magazine* since 1940. Supplementing these were statements from 16 teachers interviewed informally on the subject, and a study reported by Sweany[1] of FFA objectives in the North Central Region. In all, 108 different objectives were listed.

These objectives were classified into groups and the duplications eliminated. Often the objectives found in the magazine articles did not appear to be concerned with educational values, at least the author did not use educational terminology in describing them. Nevertheless, each of the statements did contribute to one of the 10 broad objectives which were developed by the author after studying the 108 original objectives.

How the Guide Was Developed

Positive statements of procedure in accomplishing the objectives were then developed for each of the ten objectives. These statements were gleaned from the ideas of teachers which were expressed verbally or in *The Agricultural Education Magazine*. An attempt was made to maintain the relative importance of each group by the number of statements given with each broad objective.

An example will illustrate the procedure. One objective from the original list was taken from an article by Schroeder,[2] who stated as an objective, "Cooperative projects provide means for experience in an enterprise of a nature that many could not include in their supervised practice at home." This statement was classified under the broad objective "to learn farming skills" and was abbreviated to "to provide experience in skills not available or allowed at home." The statement in the evaluating

(Continued on Page 249)

[1]Sweany, H. P.—"FFA Objectives—Is Revision in Order?" *The Agricultural Education Magazine*, Volume 23, Number 12, June, 1951. P. 270.

[2]Schroeder, W. P.—"Fremont FFA Cooperative Orchard Project." *The Agricultural Education Magazine*, volume 16, number 1, July, 1943.

An Instrument for Evaluating FFA Group Production Projects Using Tentative Criteria Based on the Stated or Implied Objectives of Advisors Whose Chapters Have Conducted This Type of Project

Suggestions for use—The primary purpose of this instrument is to help teachers and chapters analyze their procedures in conducting group projects involving production of agricultural commodities. Before using this instrument the teacher or group should state the objectives of the project being considered, and then use this instrument, selecting only the portions which relate to the stated objectives. Accomplishment in each objective is to be rated on a line-scale (not shown here) under the three catagories—Excellent, Fair and Poor.

I. *To Learn Farming Skills*

1. Students learned new skills not included in their farming programs.
2. Students who had developed the skill taught it to others.
3. All students who lacked the same kind of opportunities at home participated.
4. A student worked on each job only until he had developed a satisfactory degree of skill in that job.
5. Practices followed were better than those followed by the best farmers in the community.
6. Only the students who lacked similar opportunities at home participated.
7. Experiences provided were practical for present or future application on the home farm.
8. Teaching of practices on the job and in the classroom were complementary.
9. Managerial skills were taught by leading the students to make their own management decisions.
10. "Chore labor" was hired from outside at going rates or students performed on their own time, for pay, at going rates.
11. Problems arising from the project were solved by the students (with teacher guidance.)
12. Students developed a liking for and an interest in the work connected with this project.

II. *To Raise Money*

1. The project made as much money as similar projects conducted by the best students or farmers.
2. Students contributed labor equally.
3. All unusual expenses were paid out of income without special privileges or discounts (for purposes of determining profit.)
4. The project afforded the Chapter and students an opportunity to make money from truly practical agricultural enterprises.
5. The money earned by the chapter was used to finance Chapter activities.
6. As a result of participation in this project the students can be expected to be able to duplicate the financial returns on similar projects.
7. Students developed an appreciation of the financial returns possible from this type of project.

III. *To Develop an Interest in the FFA and the School*

1. Students felt that the activity was worthwhile educationally.
2. The project assisted materially in stimulating interest in vocational agriculture.
3. Students are anxious to participate in a similar activity next year.
4. The project promoted the status of the FFA in the minds of the school people, farmers and/or businessmen.

IV. *To Improve Farming in the Community*

1. Better foundation crops or livestock were made available to members or farmers as a result of the project.
2. Superior practices were used on the project.
3. All the students and a large number of farmers observed the results and were informed as to practices followed.
4. Practices were demonstrated in such a way as to duplicate the findings of the state experiment station.
5. Services were provided which were not available elsewhere.

V. *To Improve Teaching*

1. The teaching was carried to a doing level beyond that possible in the individual farming programs.
2. Teaching opportunities were provided through practical problems not available elsewhere.
3. All teaching opportunities were utilized.
4. Safety practices were taught and emphasized throughout the project.
5. All pupils participated to the level of their individual ability.
6. The program of agricultural education was made more functional.

VI. *To Assist Students in Their Farming Programs*

1. Interest was stimulated in enterprises not represented on the students' home farms.
2. Project facilities were provided for boys who had limited facilities at home.

(Continued on Page 249)

Evaluating the local program

LEONARD F. LUCE,
Vo Ag Instructor,
Cazenovia, Wisconsin

Leonard F. Luce

IF WE evaluate the local program of vocational agriculture effectively, it is necessary to have some standards upon which to base this evaluation. The following criteria were established in part through answers obtained to the question, "What accomplishments do you think the local Vo-Ag department should fulfill?", asked of farmers of the Cazenovia community. This question was presented to farmers who had boys enrolled in all-day classes, as well as those who have no children in high school.

1. *Establishment of Community Service and Community Good Will—20 points*
As a rule, this is not hard to accomplish, as vocational agriculture is well received and thought of in most communities, and in some cases is taken for granted. However, if this objective is ever lacking, there should be no doubt on the part of the Agriculture Instructor as to its primary importance. It is the oil that the Vo-Ag machine needs to keep it in good operation. It is obtained through understanding and realization of the needs of a community and helping in every way possible to correct or fulfill those needs, not only in the field of Agriculture, but in all aspects of community life.

2. *Establishment or Development of Improved Practices in Farming—20 points*
This involves bringing to farmers and all people of the rural area the latest developments in agriculture. This includes the all-day classes for students of vocational agriculture, young-farmer and adult classes. Examples are good milk houses, disease control, soil fertility, soil conservation, weed spraying, soil testing, farm management, and other practices which would fall into this group, such as swine management, dairy cattle management, and also farm shop skills.

3. *Development of Farm Skills—20 points*
By this is meant skills involving everyday farm practices, those which are long established practices, and including new skills which are of merit. This includes castration with elastrators or other methods, tissue testing of crops, dehorning, shearing, and others. This instruction should include both high school and out-of-school groups.

4. *Development of Supervised Farming Programs for Students of Vo-Ag—20 points*
This objective is necessary as a basis for establishment in farming for many boys, and as a means of practical application of the skills and practices learned in day-school classes.

5. *Development of Leadership Through FFA and Other Groups—20 points*
This includes all practices and functions of the FFA.

I have made these objectives rather broad, but I feel that they express the scope of vocational agriculture and cover the many phases of the program if it is to remain vocational. The five major objectives listed could be sub-divided into various smaller objectives; but as criteria for evaluation, they serve as a basis. Since Smith-Hughes Agriculture is a 12 months' proposition, the summer program should provide for fulfillment of some of these objectives. □

Evaluating Group—

(Continued from Page 248)

instrument is "All students who lacked the same kind of opportunities at home, participated." The rating scale would be checked then between excellent and poor to the degree that this condition was realized.

A few of the statements such as number 10 under Group I, "'Chore labor' was hired from outside at going rates or students performed on their own time, for pay, at going rates," were used to emphasize the tone of many of the articles that, after skills were learned, following demonstrations and practice, students or others were paid to do the purely repetitive exercises. None recognized any value in providing "busy work" for the boys.

Use of Instrument Should be Based on the Objectives of the Program

In using this scale, it is suggested that the teacher of the group first state the objectives of their particular program. This guide can then be used as a master list by which the various educational phases of the project may be measured. If objectives are stated for which no items are present, they may be added to the list. Items not related to the objectives of a local program should not be used in rating the local project. These may be studied with the idea of including additional educational experiences which may not have been previously recognized. □

AN INSTRUMENT FOR EVALUATING GROUP PRODUCTION PROJECTS (Continued)

VII. *To Train Students in Leadership*
1. Business decisions were made in meetings of the group using accepted rules of procedure.
2. Individual abilities of members were used to advantage.
3. Boys were given, and accepted, responsibilities in connection with the project.

VIII. *To Train Students in Cooperation*
1. The project was organized on a true cooperative basis.
2. The students planned and conducted the project.
3. The project provided a real business situation.
4. Students shared in the responsibilities of the project.
5. Students shared in the benefits of the project.
6. The cooperative used was organized by the students.
7. The students conducted the cooperative.
8. Students handled the finances.
9. Good business practices were used in all the dealings of the cooperatives.
10. Interest in cooperative activities was promoted in all students.
11. All students worked together harmoniously.
12. Benefits of cooperation were demonstrated through the project.
13. Cooperative organizations were studied as a basis for forming the cooperative.
14. Other groups and individuals in addition to members were included in the operation.
15. Profits were shared among members in proportion to service, contribution, or patronage.
16. A board of directors, manager and set of officers was elected.
17. Students demonstrated a desirable concept of their responsibility to the cooperative.

IX. *To Promote an Interest in Farming*
1. The project was profitable to the individuals and the group.
2. Stock or crops were better than available on any students' farms.
3. The project demonstrated the importance of American industry and agriculture to each other.

X. *To Provide for Social Activities and Community Betterment*
1. Recreational facilities were provided in connection with the project.
2. Individual differences were considered in the operation of the project.

Ear-marked Time—

(Continued from Page 245)

agriculture program. During the past twelve years farmers have been concerned with national emergency problems. Many farm boys of high school age have not become established in farming. In such a time of need for maximum food production farmers encounter more problems and need more help. Futhermore, the past war years have brought about many new farm developments that have caused a greater need on the part of the farmer for help from teachers of vocational agriculture.

Conclusions

In conclusion, I have found in terms of our community, when time is definitely set aside for adult education, more personal attention can be given to the individual farmer; more strength is given to adult education in general group and special interest meetings and is recognized in the community; a better school and community relationship exists; a continued all-day program of vocational agriculture and the farm shop needs are more conveniently met as they arise on the farms. □

Freedom is placed in jeopardy more by those who will not exercise it than by those who will not permit it. Indifference opens more gates to the enemy than does tyranny.—Edwin McNeill Poteat

IOF trainees evaluate training program

WALTER L. SLOCUM, Chairman,
Dept. of Rural Sociology,
Washington State College

A RECENT STUDY of reactions of a sample of 639 IOF trainees and ex-trainees reveals that 7 out of 10 felt that the program had been *very much* worthwhile—an additional 24 per cent felt that it had been *quite* worthwhile. The study was made in 1952 by the Department of Rural Sociology of the State College of Washington with the collaboration of the Agricultural Division of the State Board for Vocational Education.[1] Many of the questions were similar to those used in the nationwide study sponsored by the Committee on Research in Education of Farm Veterans of the AVA.

Subjects now in the curriculum were ranked by veterans in the following order:

1. Crop production
2. Livestock production
3. Soil conservation
4. Records
5. Farm mechanics
6. Farm and home plans
7. Farm management
8. Poultry production
9. Contracts and leases

Some broadening of the curriculum would apparently meet with approval. Highest rating was given to organized trips and tours to study local problems which was followed by a study of farm organizations. The lowest ratings were given to organized athletics and outdoor sports.

Teaching methods used by instructors were ranked in the following order:

1. Discussion of individual problems
2. Field trips
3. Special meetings
4. Visual aids
5. Lecture by instructor
6. Instruction by specialists
7. Demonstrations by instructor
8. Individual instruction on farm
9. Demonstrations by specialists
10. Practice in agricultural jobs
11. Practice in mechanics
12. Group instruction on farm
13. Supervised study
14. Demonstrations by class members

More than six out of each ten who responded indicated that they would like to continue in an agricultural instruction program. This interest, together with the generally favorable reactions to the teaching methods employed, suggests that classroom instruction has a definite place in adult education in the field of agriculture.

On the basis of the reactions of participants in this study, it would appear that future programs of classroom instruction in agriculture for veterans would meet with greater approval from participants if the following changes can be made:

1. Improve the quality of the course content in subjects, such as development of contracts, leases and business agreements, which received relatively low ratings.
2. Broaden the scope of the training program by including additional subjects or activities rated by participants to be of general interest.
3. Concentrate on use of teaching methods which are given highest ratings by veterans.
4. Reduce somewhat the number of hours of required classroom work or provide some flexibility in scheduling of classes so as to reduce the number during rush seasons on the farms.
5. Improve the facilities of the farm shop. □

[1] Walter L. Slocum, *Agricultural Training for Veterans: A Report on Reactions of Participants*, Circular 206, Washington Agricultural Experiment Stations, Pullman, October, 1952. A report on the economic and social adjustment of veterans who trained as farm operators will be completed soon.

Permanent annual records for Vo-Ag departments

STANLEY E. RUNK, Vo-Ag Instructor,
Mount Union, Pennsylvania

Stanley E. Runk

PERMANENT annual records of activities of a vocational agriculture department is the business end of a department. Any good business that is thriving will have an efficient system of record keeping. Efficiency is the ultimate goal in any business or kind of work in the modern world in the conduct of its duties. Likewise, in teaching, efficiency is necessary to promote good educational thinking and to facilitate competition in agricultural endeavors.

Several important reasons for a good set of records in an agriculture department are as follows: (1) to benefit an incoming teacher, (2) to build a long time program, (3) to compile a history of the department, (4) to administer guidance to students, (5) to increase efficiency of teachers in conducting their duties, (6) to increase accuracy and to accumulate the necessary information for the local and state reports, and (7) to provide a source of information for further research in Agricultural Education.

Items of Importance to Be Kept on File

Items that seem advisable to be included in a set of records for an agriculture department and kept on permanent file are as follows:

1. Departmental information, such as: the year the department was established; names of the teachers; enrollment of all-day and adult and young farmer classes.
2. Class schedule for the week.
3. Subjects or units taught during the school year.
4. The permanent student record.
5. Young and adult farmer instruction.
6. Inventory of Books.
7. Inventory of farm shop equipment.
8. Inventory of FFA equipment.
9. Future farmer cooperative services.
10. Record of cooperative Chapter activities, e.g., pig and calf plans or livestock rings.
11. Chapter radio programs.
12. Father and Son Banquet and other special activities conducted.
13. Recreational activities of the FFA.
14. List of Honorary and Associate Members of the FFA Chapter.
15. Teachers record of ways of raising money for Chapter activities.
16. State Farm Show and local fair activities.
17. Monthly expense account and diary for teachers of Vocational Agriculture.
18. Farm Shop Progress Record of shop projects and skills.

The Student Record

The student record should contain sufficient information to serve as a good basis for future recommendation, especially for those boys working for advanced degrees in the FFA.

The student record serves as a stimulus to the boy in building a good farming program in that he feels he is building his own reputation. The boy should be encouraged to record his accomplishments on the permanent record form under supervision.

The student record should provide information of a personal nature, a detailed record of his farming program, practices, awards, student activity records, and occupational status after leaving school.

Observations

Many teachers of agriculture frown on the suggestion of keeping more records. However, the students can help in keeping many of the necessary records such as inventory of shop equipment, books and FFA supplies. The student record and the Farm Shop Progress record can also be filled out by the student under supervision during his class period. Records of a more personal and technical nature regarding the department should be filled out by the teacher.

Records should be kept in better form, up-to-date and in an orderly manner. They should be accessible at all times, especially to a new teacher. Records should not be kept in such a fashion as to become too cumbersome. Facts collected which will have little or no practical value in the future in conducting the functions of the agriculture department should be disregarded and not kept on permanent file. □

Studies in progress in agricultural education*

Reported for the year ending May, 1953.

SOUTHERN REGION

Compiled by J. B. Kirkland, North Carolina State College

ATHERTON, JAMES C.—"Young-Farmer Education in Vocational Agriculture." Non-thesis, University of Arkansas.

ATKINS, JOHN L.—"An Analysis of Expense Accounts of Vocational Agriculture Teachers of Area II in Texas, 1949-1950." Thesis, M.S., Texas A & I College.

BLACKMAN, ALBERT.—"Suggested Farm Mechanics Training Program for Prospective Teachers of Vocational Agriculture in Louisiana." Thesis, M.S., Louisiana State University.

BLAKELY, L. J.—"An Evaluation of the Supervised Farming Records Kept by High School Pupils in Vocational Agriculture in the Piedmont Area of South Carolina." Thesis, M.S., Clemson College.

BOHL, GEORGE ALEX.—"A Plan for Reorganizing the County School System of Atascosa County, Texas." Thesis, M.S., Texas A & I College.

BRYANT, MAXWELL.—"A Study of the Cost of Teachers Travel in Vocational Agriculture in 1951-1952." Thesis, M.S., Virginia Polytechnic Institute.

CAMPBELL, ORD L.—"Criteria for Establishing Adult Classes in Vocational Agriculture in Louisiana." Thesis, Ph.D. Louisiana State University.

CAVAZON, MIGUEL ANGEL.—"A History of Agricultural Education Subsidized by the United States Government." Thesis, M.S., Texas A & I College.

CHENEY, WAYNE V.—"A Study of Expense Accounts of Vocational Agriculture Teachers of Area X in Texas, 1950-1951." Thesis, M.S., Texas A & I College.

CLIFTON, WILLIE D.—"The Farming Status of Students Who Have Studied Vocational Agriculture in Itawamba High School." Thesis, M.S., Mississippi State College.

CLYBURN, LLOYD E.—"Criteria for Evaluating Programs of Agriculture in the Community College." Thesis, Ph.D., Louisiana State University.

CUPP, R. CARLTON.—"The Status of Vocational Agriculture Contests in Rockingham, Augusta, Bath, and Rockbridge Counties." Thesis, M.S., Virginia Polytechnic Institute.

DALLEY, JAY.—"What Oklahoma Teachers of Vocational Agriculture Have Accomplished to Become Successfully Established in Their Communities." Thesis, M.S., Oklahoma A & M College.

DANTZLER, P. H.—"A Study of the Value of Vocational Agriculture Courses in High Schools." Thesis, M.S., Clemson College.

FONTENOT, DALLAS J.—"A Course of Study in Meat Processing and Packaging for Frozen Food Locker Units in the Home." Thesis, M.S., Louisiana State University.

FORD, SIDNEY FRANKLIN.—"Distribution of Teaching Time Among Enterprises and Practices by Vocational Agriculture Teachers in Area X of Texas." Thesis, M.S., Texas A & I College.

FUHR, S. E.—"Adult Education in Negro Departments of Vocational Agriculture in Oklahoma." Thesis, M.S., Oklahoma A & M College.

GOFORTH, C. C.—"An Economic Study of Peach Production in Cherokee County, South Carolina." Thesis, M.S., Clemson College.

HENSLEE, MILES ROY.—"A Study of Use Made of Expense Funds by Vocational Agriculture Teachers in Area XII, 1949-50." Thesis, M.S., Texas A & I College.

HOLBROOK, ROBERT LEE.—"A Study of the Future Farmer Program of Work in Area X of Texas, 1950-1951." Thesis, M.S., Texas A & I College.

JONES, R. M.—"An Evaluation of Practices and Economic Returns in Producing Class C. Milk in the Piedmont Area of South Carolina." Thesis, M.S., Clemson College.

LEE, JAMES E.—"An Analysis of the Farming Systems of Family Type Farms of the South with Implications for Program Planning for the Farmers Home Administration." Thesis, M.S., Alabama Polytechnic Institute.

LISKA, LADDIE JOHN.—"A Study of Supervised Farming Programs in Vocational Agriculture Schools in Area III of Texas for the Year 1949-50." Thesis, M.S., Texas A & I College.

LUTHRINGER, DICK ROBERT.—"Flaxseed Production in South Texas." Thesis, M.S., Texas A & I College.

MCCLAIN, GLENN.—"Factors That May Have Influenced the Junior Standing Examinations in Mathematics and English of Students at the Oklahoma A & M College in the Fall of 1951." Thesis, M.S., Oklahoma A & M College.

MCMURRAIN, M. T.—"A Study of the Occupational Status of Veterans Who Have Completed One or More Years of Training in the Institutional On-Farm Training Program in Pickens County, Georgia, 1946-50." Problem, M.E., University of Georgia.

MAHONEY, W. M.—"A Study of the Kind and Content of Records Needed in the High School Departments of Vocational Agriculture in South Carolina." Thesis, M.S., Clemson College.

MEISCHEN, WILBERT HUBERT.—"An Analysis of Adult Farmer Education in Vocational Agriculture, Area X, Texas." Thesis, M.S., Texas A & I College.

MILL, LAMONT JOHN.—"Financing the Vocational School, Jackson County, Texas." Thesis, M.S., Texas A & I College.

MYERS, ROLLER TIPTON.—"The Value and Influence of the Annual Vocational Agriculture Teachers Conference for Selected Teachers in the Southwest Virginia Area." Thesis, M.S., Virginia Polytechnic Institute.

PARKER, R. H.—"A Study of the Effectiveness of the Institutional On-Farm Training Program in the Mars Hill Community." Thesis. M.S. Mississippi State College.

PARR, ELBERT J.—"A Study of the Institutional on Farm Training Program in Medina County." Thesis, M.S., Texas A & I College.

PEEK, L. STANLEY.—"Coordination of the Services of Agricultural Agencies on the Local Level." Thesis, M.S., Mississippi State College.

ROBBINS, HERMAN.—"Sources From Which Negro Farmers in Muskogee County Secure Agricultural Information." Thesis, M.S. Oklahoma A & M College.

SEELY, HORACE DAVID.—"Soil Improvement by Agricultural Education Agencies in Jackson County." Thesis, M.S., Texas A & I College.

SOMMERVILLE, J. H.—"A Survey of Guidance Practices Followed by Virginia Teachers of Vocational Agriculture." Thesis, M.S., Virginia Polytechnic Institute.

SOUTHERN REGION RESEARCH COMMITTEE. "What Constitutes An Effective Program of Vocational Agriculture in a Community?" Non-thesis. Institutions in Southern Region.

SPEARS, DANIEL I.—"Planning a Shop Program for a Group of First-Year Boys in Midway High School." Problem. M.Ed. University of Georgia.

STAMPS, HENRY JOE.—"Proficiency of Vocational Agriculture Students in Arithmetic Related to Farming." Thesis, M.S., Oklahoma A & M College.

TICE, GRADY G.—"In-Service Education of Teachers of Vocational Agriculture in Texas." Thesis. Ph.D., Louisiana State University.

WILLIAMS, ARTHUR E.—"Multiple Teacher Departments of Vocational Agriculture in Virginia." Thesis. M.S., Virginia Polytechnic Institute.

WILSON, FRONTIS LEE.—"Production Goals as Applied to Production Projects of Students Enrolled in Vocational Agriculture." Thesis, M.Ag.Ed., North Carolina State College.

PACIFIC REGION

Compiled by Leo L. Knuti, Montana State College

CHIDESTER, BUSTER TOM—"Why Boys Enroll for Vocational Agriculture." Non-thesis study, Agricultural Education Department, New Mexico College of Agricultural & Mechanic Arts, State College, New Mexico.

CHRISTENSEN, HOWARD—"Readability of Agriculture Textbooks and Bulletins Used as Instruction in High School Departments of Vocational Agriculture in the Pacific Region." M.Ed. Study, Colorado Agricultural and Mechanical College.

DENHAM, MELVIN VIRGIL—"A Time Study of the Activities of Arizona Teachers of Vocational Agriculture"; Problem, M.Agr.Ed., Department of Agricultural Education," University of Arizona.

DOYEN, LEE W.—"Methods Used in Financing Farm Mechanics Programs in Kansas High Schools." M.Ed. Study, Colorado Agricultural and Mechanical College.

GRAY, W. P.—"Occupational Status of Colorado State Future Farmers." M.Ed. Study, Colorado Agricultural and Mechanical College.

ISAACSON, CHARLES LEONARD—Units of Instruction in Animal Diseases for

(Continued on Page 252)

*Prepared as a special project in cooperation with the National Research Committee for Agricultural Education, American Vocational Association. Henry S. Brunner, *Chairman*.

Students of Vocational Agriculture"; Problem, M.Agr.Ed. Department of Agricultural Education, University of Arizona.

JACOBS, CHARITON—"Developing a Practical Farm Mechanics Program Based Upon the Experience of Farm Mechanics Teachers in Utah." Thesis study M.S. degree, Agricultural Education, Utah State Agricultural College, 1953.

LAWSON, LLOYD—"Guidance Responsibilities of Vocational Agriculture Teachers as Viewed by Former and Present Students." M.Ed. Study, Colorado Agricultural and Mechanical College.

LOREEN, C. O.—"A Study of the Agricultural Education Curricula in Agricultural Colleges of the United States." Non-thesis study State College of Washington.

NELSON, GEORGE KIMBALL—"Determining Content for a Course in Agriculture in the Mesa Junior High School"; Problem, M.Agr.Ed., Department of Agricultural Education, University of Arizona.

RICHARDSON, STANLEY S.—"Use of Teacher Time During the School Year." Non-thesis study, Utah Agricultural College.

ROGERS, MILFORD S.—"A Proposed Course of Study For Farm Mechanics in Vocational Agriculture in Texas." Thesis study, Ph. Ed. degree, Utah State Agricultural College, 1953.

SCHAPER, FREDERIC A.—"Mock-ups for Teaching Volume Measurements in Vocational Agriculture." M.Ed. Study, Colorado Agricultural and Mechanical College.

SCHWENN, FLOYD O.—"Community Status of Farm Boys With and Without Training in Vocational Agriculture." M.Ed. Study, Colorado Agricultural and Mechanical College.

SUTHERLAND, S. S.—"Use of Time By Teachers of Vocational Agriculture in California." Non-thesis study. University of California at Davis and Bureau of Agricultural Education, California State Polytechnic College, San Luis Obispo.

SUTHERLAND, S. S. AND STAFF—"A Self-Evaluation Procedure for Departments of Vocational Agriculture." Non-thesis study. Bureau of Agricultural Education, California State Polytechnic College, San Luis Obispo.

TAYLOR, BOB ELLSWORTH—"An Evaluation of the Performance of Beginning Teachers of Vocational Agriculture in Arizona in Relation to Participating Experiences in the Pre-Service Training Program"; Thesis, M.S., Department of Agricultural Education, University of Arizona.

WEBB, E. M.—"Prediction of Teacher Success During Training Period." Non-thesis study, State College of Washington.

NORTH CENTRAL REGION

Compiled by G. F. Ekstrom, University of Missouri

AHLFORS, RAYMOND E.—"A Study of Out-of-School Farm Youth in Lake Mary Township, Douglas County, Minnesota." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

BATEMAN, DAVE—"Handbook on Photography for Agricultural Workers." Thesis, M.S., Department of Vocational Education, Iowa State College.

BECKER, ROY A.—"A Study of Profitable Practices in Agronomy in the Forest, Ohio, Community." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

BELL, HARRY WILLIAM—"Gage County High Schools and Their Ability to Offer Vocational Agriculture." Thesis, M.S., Department of Vocational Education, University of Nebraska.

BENDER, RALPH E.—"The Status and Personal Problems of Students Enrolled in Selected Young Farmer Programs of Vocational Agriculture in Ohio." Non-thesis study, Department of Agricultural Education, The Ohio State University.

BENDER, RALPH E.—"Vocational Choice of Recent High School Graduates in Vocational Agriculture in Ohio." Non-thesis study, Department of Agricultural Education, The Ohio State University.

BOUCHER, LEON W.—"Identification of Important Practices Contributing to Efficiency of Production in Selected Farm Enterprises." Non-thesis study, Department of Agricultural Education, The Ohio State University.

BUIE, TOLLIE R.—"An Evaluation of Occupational Information Materials in Agriculture." Thesis, Ed.D., Department of Vocational Education, Michigan State College.

CATHEY, GEORGE—"Study of Boys Receiving the 1952 Arkansas Star Farmer Degree in the Future Farmers of America." Thesis, M.S., Department of Vocational Education, Iowa State College.

CLARK, LOY R.—"An Appraisal of Administrative Policies and Procedures for Adult and Young Farmer Classes in Vocational Agriculture in Ohio." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

COFELL, WILLIAM L.—"Sociological Factors Affecting Reading Achievement of Ninth Grade Students Enrolling at Melrose High School." Non-thesis study, Department of Agricultural Education, University of Minnesota.

COFELL, WILLIAM L.—"The Progress of Beginning Farming in St. Martin's Community." Non-thesis study, Department of Agricultural Education, University of Minnesota.

COFELL, WILLIAM L.—"The Visitor and Agricultural Education in Minnesota." Non-thesis study, Department of Agricultural Education, University of Minnesota.

COLLINS, ROBERT M.—"History of Agronomy at the Iowa State College." Thesis, Ph.D., Department of Vocational Education, Iowa State College.

DENNISTOUN, ROLLIN M.—"Organization of a Farm Management Research Project in Cooperation with the Vocational Agriculture Departments of West Central Minnesota." Non-thesis study, Department of Agricultural Education, University of Minnesota.

DILEY, RAY E.—"Factors Affecting the Scope of Farming Programs of Vocational Agriculture Students in Miami County, Ohio." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

DOBKINS, JAMES—"A Study of the Size and Scope of the Farming Programs of Kansas Vocational Agriculture Students." Master's Report, Department of Vocational Education, Kansas State College.

DOUGAN, JAMES E.—"Evaluation of Methods of Supervision of Vocational Agriculture in Ohio." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

DOWLING, CLARENCE W.—"A Study of Young Men in Minnesota District V Who Received the State Farmer Degree During the Period 1941-1950." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

DUDA, CHARLES J.—"The Effects of Selective Service on Students of Vocational Agriculture in Becoming Established in Farming in a Selected Area of Nebraska for the Period 1948 to 1952." Thesis, M.S., Department of Vocational Education, University of Nebraska.

EKSTROM, G. F.—"Needs for Agricultural Instruction in Small Missouri High Schools." Non-thesis study, Department of Agricultural Education, University of Missouri.

FRIDLINE, CLARENCE R.—"Hay and Pasture Projects for Farming Programs in Vocational Agriculture." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

GINGERY, ROBERT O'NEIL—"An Analysis of Certain Phases of the Vocational Agriculture Program as Carried Out by Thirty-nine States Affected by the National Vocational Education Acts." Thesis, M.S., Department of Vocational Education, University of Nebraska.

GLUNT, GUY G.—"Present Occupations of 1946-1951 Graduates of Vocational Agriculture Department in Greene County, Ohio." Non-thesis study, Department of Agricultural Education, The Ohio State University.

HABITO, CELESTINO—"Suggested Patterns for a More Dynamic Program of Philippine Vocational Agriculture Education." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

HALL, CLARENCE R.—"A Study of the Reasons Why Farm Boys are Not Attending High School in Coddington County, South Dakota." Problem, M.S. Department of Agricultural Education, South Dakota State College.

HAUSER, HERVEY J.—"A Study of the Need for Further Training in Agriculture for Veterans and Proposed Plans for Carrying Out this Need." Non-thesis study, Department of Agricultural Education, University of Minnesota.

HEITZ, JOHN J.—"A Study of Selected Factors Affecting the Number of Out-of-School Classes in Vocational Agriculture in Nebraska." Thesis, M.S., Department of Vocational Education, University of Nebraska.

HUTSON, DENVER B.—"A Study of Problems Encountered by Teachers During Their First Year of Teaching Vocational Agriculture." Thesis, Ed.D., Department of Agricultural Education, University of Missouri.

JACOBS, CLINTON O.—"Determining the Need for a Program of Instruction in Farm Mechanics for College Students Based Upon a Survey of Farm Operator Performance." Master's Report, Department of Vocational Education, Kansas State College.

KENNEDY, W. HENRY—"A Comparison of the Training Received During 1952 by Student Teachers in Agriculture Who Lived in the Student Teaching Centers with that Received by

(Continued on Page 253)

Trainees Who Commuted from East Lansing." Thesis, M.A., Department of Vocational Education, Michigan State College.

KERR, CECIL—"An Evaluation of the Activities of Teachers of Vocational Agriculture by Teachers and Superintendents in Michigan." Problem, M.A., Department of Vocational Education, Michigan State College.

KESKINEN, LEO—"A Study of Organizational and Out-of-School Activities of Instructors of Vocational Agriculture and Institutional On-Farm Training in Minnesota." Non-thesis study, Department of Agricultural Education, University of Minnesota.

KESKINEN, LEO—"A Survey of Agricultural Conditions in Dell Grove, Sandstone, and Danforth Townships as a Determining Factor Responsible for the Outward Movement of Rural Population." Non-thesis study, Department of Agricultural Education, University of Minnesota.

LAMAR, CARL F.—"A Follow-up Study of Former Students of Vocational Agriculture in Kentucky 1940-1950." Non-thesis study, Department of Agricultural Education, University of Kentucky.

LANCASTER, DEAN W.—"The Present Occupational Status of Former Students of Vocational Agriculture of the West Point High School, 1935-1952." Thesis, M.S., Department of Vocational Education, University of Nebraska.

MADISON, ELDON—"Testing Achievement of Instruction in Farm Machinery." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

MARKWARDT, MELVIN—"Teaching Farm Management." Non-thesis study, Department of Agricultural Education, University of Minnesota.

MECHLING, PAUL P.—"An Evaluation of Public Relations Techniques Used by Teachers of Vocational Agriculture in Fairfield County, Ohio in 1952-53." Non-thesis study, Department of Agricultural Education, The Ohio State University.

MILLER, CHARLES L.—"The Use of Sensory Aids in Teaching Agriculture at Madison, Minnesota." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

MOECKEL, ROLF E.—"Practices Used by Teachers of Adult Farmer Classes in Michigan." Thesis, M.A., Department of Vocational Education, Michigan State College.

MORRISON, RICHARD—"Some Educational Implications of Occupational Opportunities in Alabama for Agriculture Students of A. & M College." Thesis, Ph.D., Department of Vocational Education, Michigan State College.

NELSON, KENNETH G.—"Holding Power of Schools as Concerns Farm Boys and Departments of Vocational Agriculture." Non-thesis study, Department of Vocational Education, Michigan State College.

NICKLAS, GLENN W.—"The Occupational Status of Former Vocational Agriculture Students of the Wauneta Rural High School, 1934-1952." Thesis, M.S., Department of Vocational Education, University of Nebraska.

PAINTER, CHARLES—"The Farm Management Approach to Agricultural Education." Non-thesis study, Department of Agricultural Education, University of Minnesota.

PALMER, DEREATH—"The Program of Vocational Agriculture in Ohio as Related in the Annual Reports of Teachers for 1951-1952." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

PALMER, ERNEST A.—"Attitudes of School Administrators Toward the Summer Phase of Vocational Agriculture Programs." Non-thesis study, Department of Agricultural Education, University of Minnesota.

PHIPPS, LLOYD J. AND DEYOE, G. P.—"Determining Farm Mechanics Content." Non-thesis study, Division of Agricultural Education, University of Illinois.

RAINES, PAUL L.—"The Development of the Vocational Agriculture Course of Study for the Northeastern High School, Clark County, Ohio." Non-thesis study, Department of Agricultural Education, The Ohio State University.

REUTER, PETER A.—"The Organization of a Functional Program of Farm Mechanics for the Department of Vocational Agriculture at Littlefork, Minnesota." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

RHEA, MARK B.—"Implications for Higher Education from Present Status and Opinions of Graduates Granted Bachelor of Science Degrees Since 1932 in Productive Agriculture Curricula at Iowa State College." Thesis, Ph.D., Department of Vocational Education, Iowa State College.

ROBINSON, FEROL—"Practices Used in Organizing and Conducting Adult Farmer Classes in Missouri." Thesis, Ed.D., Department of Agricultural Education, University of Missouri.

RUTH, WILLIAM—"An Evaluation of the Institutional On-the-Farm Training Program as Conducted in the Westerville, Ohio Community." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

RYDER, GORDON H.—"Skills Needed by Farmers in Selected Areas of Farm Mechanics." Non-thesis study, Department of Agricultural Education, The Ohio State University.

SAHLSTROM, STANLEY D.—"Compilation and Assembly of Resource Materials for Building Units of Instruction in Agricultural Education." Colloquium, M.S., Department of Agricultural Education, University of Minnesota.

SARB, GORDON—"The Preparation of Prospective Agriculture Teachers in Young Farmer Instruction." Problem, M.S., Department of Agricultural Education, University of Wisconsin.

STEARNS, MERWIN—"A Survey of the Use of Farm Mazagines and Newspapers in Teaching Vocational Agriculture in Kansas." Master's Report, Department of Vocational Education, Kansas State College.

STEWART, WILBUR F.—"Experiences and Benefits in the Use of Advisory Councils for Vocational Agriculture in Ohio." Non-thesis study, Department of Agricultural Education, The Ohio State University.

SWEANY, H. PAUL—"Continuing Study of Student Achievement in Beef Feeding Projects." Non-thesis study, Department of Vocational Education, Michigan State College.

THOMPSON, MARVIN D.—"Development of Tests to Measure Farm Mechanics Skills of Pupils in Vocational Agriculture." Thesis, Ph.D., Department of Vocational Education, Iowa State College.

WALL, STANLEY—"The Needs of Rural Out-of-School Young Men in Kentucky for a Program of Systematic Instruction in Agriculture." Thesis, Ed.D., Department of Agricultural Education, University of Kentucky.

WOLF, WILLARD H.—"The Influence of Selected Factors Upon the Vocational Choice of Graduates Majoring in Agricultural Education During the Years 1929 to 1949." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

YOUNGQUIST, BERNARD E.—"The Role of the University of Minnesota Schools of Agriculture in Rural Education." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

ZINDEL, HOWARD—"A Study of the Agricultural Curricula of the Animal Industry Division at Michigan State College in Light of the Needs of Students." Thesis, Ed.D., Department of Vocational Education, Michigan State College.

NORTH ATLANTIC REGION

Compiled by Henry S. Brunner
The Pennsylvania State College

AHALT, ARTHUR M.—"Occupational Status of Graduates in Agricultural Education at the University of Maryland." Non-thesis Study, Department of Agricultural Education, University of Maryland.

BAILEY, ALLEN E.—"Opportunities for Supervised Farming Programs and Their Relationship to Establishment in Farming." Thesis, M.S., Cornell University.

BARNES, BENNIE W.—"The Agricultural Facilities Available and Farming Engaged in by Members of The All-Day and Adult Farmer Classes in the Institute School Area." Thesis, M.S., West Virginia University.

BARRETT, JAMES F.—"A Selection of Instructional Content in Prevocational Agriculture Based Upon Selected Criteria Concerning the Interests and Backgrounds of the Pupils." Thesis, M.S., Cornell University.

BONNER, HENRY—"The Relationship of the Use of Non-School Agencies to Experience and Success in Teaching Vocational Agriculture in Alabama 1951-52." Thesis, Ph.D., The Pennsylvania State College.

BRUNNER, HENRY S.—"Effectiveness of the Program for Training Teachers of Agriculture in Pennsylvania." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State College. (Experiment Station Project 939)

BUCKMAN, GABE—"The Guidance, Training, and Placement of Students in Agriculture at South Carolina State Agricultural and Mechanical College." Thesis, Ph.D., The Pennsylvania State College.

CAIN, GUY E.—"Buildings and Rooms Used For Vocational Agriculture Departments in West Virginia." Thesis, M.S., West Virginia University.

CANADA, RALPH—"The Relationship of Participating Experiences in Critic-Teaching Centers to Similar Experiences in the First Year of Teaching Vocational Agriculture." Thesis, Ph.D., The Pennsylvania State College.

(Continued no Page 254)

CARTER, JULIAN—"A Study of the Boys Who Have Been Awarded the State Farmer Degree in New York." Thesis, M.S., Cornell University.

CASTO, GENE A.—"The Facilities Available and Farming Used by All-Day Students' Home Farms in Ripley High School Area." Thesis, M.S., West Virginia University.

COOK, PHILIP—"Approved Practices in Use and Their Influence on Efficiency in Poultry Laying Flock Enterprise Projects in Pennsylvania." Thesis, M.S., The Pennsylvania State College.

CROSS, ALBERT—"Home Farm Shop Practices in Maintenance of Farm Machinery by Vocational Agriculture Graduates in Pennsylvania." Thesis, M.S., The Pennsylvania State College.

DUNN, CLIFFORD—"The Occupational Status of Former Vocational Agriculture Students Who Attended Pt. Pleasant High School." Thesis, M.S., West Virginia University.

EDWARDS, HOMER E.—"Evaluation of The Institutional On-Farm Training Programs in West Virginia." Thesis, M.S., West Virginia University.

FLEGEL, P. S.—"The Development of Vocational Agriculture in Dorchester County, Maryland." Thesis, M.S., University of Maryland.

FOSTER, WENDELL—"A Measurement of Adoption of Safety Practices by Maryland Negro Teachers of Vocational Agriculture as a Result of Attention to the Specially Prepared Check-list." Thesis, M.S., The Pennsylvania State College.

HARDING, LEON D.—"A Comparison of Instructional Content and Practices in Conservation Education Among Teachers Who Have Had Varying Preparation in Conservation." Thesis, M.S., Cornell University.

HARRINGTON, RAY—"A Study of Former Vocational Agriculture Pupils in the Camden, New York, High School." Thesis, M.S., Cornell University.

HOLLAND, JAMES—"Vocational Agriculture in Calvert County, Maryland." Thesis, M.Ed., University of Maryland.

JEFFRIES, JONES—"In-service Education of Negro Teachers of Vocational Agriculture in North Carolina." Thesis, Ph.D., The Pennsylvania State College.

KELLER, E. CECIL—"Success of Vocational Agriculture Students at the University of Maryland." Thesis, M.S., University of Maryland.

LONG, WILLIS—"The Need for Vocational Agriculture in the Negro High Schools of Dougherty County in the State of Georgia." Thesis, M.S., The Pennsylvania State College.

LOVE, GENE—"Measurement of the Educational Effectiveness of Different Methods of Presenting Agronomic Data Pertaining to Fertilization and Management of Forage Crops." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State College. (Experiment Station Project 1158)

MCCLAY, DAVID; ANTHONY, FRANK; AND JONES, R. N.—"The Farm Shop in Mechanized Farming." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State College. (Experiment Station Project 1140)

MCCRAW, VIRGIL L.—"Skills and Managerial Abilities Used and Needed by Vocational Agriculture Teachers." Thesis, M.S., West Virginia University.

MOUSER, GEORGE C.—"Program of Vocational Agriculture for the Philippi High School Community." Thesis, M.S., West Virginia University.

MOYER, LESLIE R.—"An Appraisal of Shop Storage Practices in Departments of Vocational Agriculture in Central Pennsylvania." Thesis, M.S., The Pennsylvania State College.

MURRAY, RAY A. AND BISER, L. C.—"Young and Adult Farmer Class Survey." Non-thesis Study, Department of Agricultural Education, University of Maryland.

NEARING, FRANK H.—"Recent Trends in Size and Type of Farming and Its Implications for Courses of Study in Vocational Agriculture in New York State High Schools." Thesis, Ph.D., Cornell University.

NORDBERG, CARL O.—"A Study Concerning Accidents and the Prevention of Accidents in the Vocational Agriculture Farm Mechanics Shops in Pennsylvania." Thesis, M.S., The Pennsylvania State College.

OTT, FRANK L.—"Skills Required for a Beginning Teacher of Vocational Agriculture to Teach Soil and Water Conservation." Thesis, M.S., The Pennsylvania State College.

PAGE, WILLIE—"The Needs of Negro Farm Owners in Marion County, South Carolina, for Agricultural Training." Thesis, M.S., The Pennsylvania State College.

PINEO, CLARE L.—"How Can the Teaching of Efficient Field Crop Production in Vocational Agriculture be Made More Effective?" Thesis, M.S., Cornell University.

POWLEY, VAN R.—"A Comparison of Instructional Programs for Junior High School Pupils in Agriculture in the Canaseraga, New York, High School." Thesis, M.S., Cornell University.

ROBINSON, DONALD R.—"Planning a Workbook for a Prevocational Course for Grade Nine." Thesis, M.S., The Pennsylvania State College.

ROBINSON, WILLIAM—"A Study of the Use of Pupil-Participation in Planning Courses of Study for Vocational Agriculture in High Schools in Pennsylvania." Thesis, M.S., The Pennsylvania State College.

SILKMAN, WILLIAM—"The Correlation Between Leadership in the FFA and Leadership in the Community." Thesis, M.S., The Pennsylvania State College.

TAUBERT, RENO L.—"How the Vocational Agriculture Teachers Used Their Travel Mileage for Official Work." Thesis, M.S., West Virginia University.

TORREY, CURTIS—"Why Rural Pupils in Marion County, South Carolina, Drop Out of School, With Suggestive Corrective Measures." Thesis, M.S., The Pennsylvania State College.

VIRGO, RODERICK W.—"Planning Programs in Vocational Education in Agriculture for Drop Outs from High School." Thesis, M.S., Cornell University.

WALKER, ROBERT—"A Study of 2" x 2" Slides as Contained in the Files of Teachers of Agriculture in 31 Departments in Central Pennsylvania." Thesis, M.S., The Pennsylvania State College.

WEALE, DURLAND R.—"The Place of the Community or School Fair in a Program for Vocational Education in Agriculture." Thesis, M.S., Cornell University.

YARNALL, MARTIN—"Multiple-Teacher Departments of Vocational Agriculture in Pennsylvania." Thesis, M.S., The Pennsylvania State College.

New AVA Publication

The AVA urges school authorities to reexamine their educational programs in light of new demands for vocational training, in a booklet issued recently. Entitled *Administration of Vocational Education at State and Local Levels,* the new publication tells schoolmen why they should become more concerned with vocational education and how they can transmute that concern into action.

The booklet reminds school administrators that most high schools are still preoccupied with the small group of students who plan to go on to college. The rest—some 85 per cent of student body—are not served adequately by adjusting college preparatory subjects. AVA says that these students deserve to receive preparation not only in "how to live" and "what to live for" but also in "how to make a living." In short, they need genuine vocational education—a well-rounded program of studies aimed at developing competent workers and citizens.

Vocational education for adults is an essential factor in increasing the productive capacity of American workers everywhere: in factories, stores, distributive services, farms, and homes. Vocational education for adults, asserts the booklet, is one of the prime responsibilities of the public schools in our country today.

The man who directs the community's vocational program, states the AVA, is the key man in meeting demands for education for work. Vocational education calls for equipment, instructional methods, and teacher training techniques which differ from traditional, academic practices. AVA warns that the vocational director should be qualified by a background of experience in vocational work, or he will not be able to handle adequately the responsibility of developing and maintaining a functional program of occupational training.

The vocational director should have a voice at the policy-forming level in the school system, if the vocational education program is to bring maximum benefits to the community. Vocational education will be a vital, dynamic service in the public school program, summarizes AVA's booklet, if capable administrators with practical experience in the vocational field are selected to direct the program, at both the local and the state levels.

Copies of *Administration of Vocational Education at State and Local Levels* are available upon request from American Vocational Association, 1010 Vermont Ave., N.W., Washington 5, D.C.

The Cover Picture

Carl G. Howard, Head Teacher Trainer at New Mexico A. & M. College and three of his students, in presence of Leon Wagley, the teacher of Vocational Agriculture, evaluate the local program of the Deming, New Mexico department. (center picture) Other pictures illustrate various activities of the Deming department included in the evaluation.

Evaluation improves the in-service program for beginning teachers*

AUSTIN E. RITCHIE, Teacher Education,
The Ohio State University

Part I[1]

Changes Suggested by the Study

Austin E. Ritchie

IN-SERVICE improvement programs in vocational agriculture have long been in effect with considerable emphasis placed on *planning* and *conducting* such programs. Another and important phase of any such program is *evaluation* which should be made in terms of the philosophy, objectives, and purposes.

A basic purpose of the in-service program for beginning teachers of vocational agriculture in Ohio is to further improve the professional competency of the beginning teacher of vocational agriculture. Since the success of an educational program is dependent largely upon the quality and extent of performance of the teacher, the professional improvement of a teacher should be continuous and so developed and conducted that it will best serve the needs of the teacher.

If the in-service program is to improve and advance with new theories and practices then it should be evaluated continuously and adjusted accordingly.

Although some evaluation had been done in Ohio each year a thorough evaluation and analysis had not been made. This study was conducted with over 50 beginning teachers of vocational agriculture in 1950-51.

Objectives of the Study

Some selected objectives of the study were:

1. To secure a rating of the beginning teachers of vocational agriculture as evaluated by the local superintendents.
2. To determine the effectiveness of the in-service program, by areas, as rated by beginning teachers.
3. To secure a rating of the in-service program as evaluated by local superintendents.
4. To determine the effectiveness of the in-service training program by areas for beginning teachers of vocational agriculture as evaluated by the beginning teachers of vocational agriculture.
5. To determine the preference of preservice professional participation experiences and intensity of an in-service program for teachers of vocational agriculture.

Procedure in Making the Study

A review of the five studies was followed by selecting ten professional areas which seemingly included most of the professional activities that a teacher of vocational agriculture should perform. The areas and activities were approved by a jury consisting of teachers, supervisors, and teacher educators in vocational agriculture. The instrument was prepared and one of the areas was administered to six beginning teachers on a trial basis. Their suggestions were incorporated in the revised instrument. The instrument was administered directly to the beginning teachers and collected by the author at six small group conferences. Fifty teachers' evaluations were included in the study.

A "Superintendent's Evaluation of the First-Year Teacher of Vocational Agriculture" was prepared and mailed to the local superintendents. Fifty-six of these were returned.

The In-Service Program

Like many institutions or departments where teacher improvement is involved, the Department of Agricultural Education of The Ohio State University provides an in-service program for beginning teachers of vocational agriculture. During the year of 1950-51, the in-service program was conducted primarily by three members of the Teacher Education staff with the cooperation of the members of the Supervisory staff and the 25 cooperating teachers.

The program began with the annual state-wide conference of teachers of vocational agriculture in June of 1950. This conference was planned to aid all the teachers and was not planned specifically for the beginning teachers. A breakfast meeting was held in conjunction with the conference which included the beginning teachers, the Supervisory staff, and the Teacher - Education staff. The primary purposes of this meeting were to get acquainted and to discuss some timely problems of the beginning teachers.

Following the annual conference a "State Beginning Teachers' Conference" was held in late July. All the beginning teachers met at the Ohio State University campus for a day, then divided into two groups and spent the second day in two training schools near Columbus. The first day consisted of a discussion, led by various staff members concerning: The in-service program for beginning teachers; Developing farming programs; Getting physical facilities ready for the opening of school; Planning an adult education program; Getting the Future Farmers of America underway; and, an August program of activities for beginning teachers.

The conferences of the second day were conducted by two cooperating teachers in each school, which consisted of: First, Developing a program of instruction for teaching Agriculture 1 and 2, teaching Agriculture 3 and 4, and teaching Farm Shop; secondly, Developing plans for each class for the first two weeks of school.

These two conferences were followed by a visit of at least one-half day in each of the beginners' departments by an itinerant teacher trainer. Most of these visits were made in August. This provided ample opportunity to discuss individual problems of the beginning teacher. Completing and making adjustments in the programs of instruction, aiding with suggestions in the area of physical facilities, and conferring with the school superintendent and beginning teacher were typical features of the visits.

Timely half or full-day visits were made by the itinerant teacher trainers throughout the year. These ranged in number from two to six visits per teacher with a mode of four visits.

Each cooperating teacher made two to four full-day visits to each of the two or three nearby beginning teachers.

These visits by the itinerant teacher trainers and cooperating teachers provided time for observation and conference to aid in solving any difficulties with which the beginning teacher was confronted.

Four seasonal and timely small group conferences were held during the year. For the most part the following problems were discussed:

September-October—Beginning teachers' problems, Teaching Farm Man-

(Continued on Page 260)

Cooperating teachers in Ohio contribute to beginning teachers' professional improvement. Charles Might (Teacher, Gibsonburg, Ohio) discusses the problems of farm shop with beginners during a small group conference.

*Based on Master's Thesis, The Ohio State University, 1951.

[1]Part 2 will appear in the June issue.

Evaluation of the Young Farmer program

GEORGE R. EVANS, Vo-Ag Instructor, Conway, North Carolina

THE EVALUATION of the young farmer program is one of the headaches of the teacher of vocational agriculture. Much has been written upon the subject but most of the writings are in generalities which, after all, leave the subject *talked about* without giving a definite, clear-cut basis for appraisal. It seems that we should go back to the basic purposes of education. We should take the basic truth that education has for its purposes, or goals, the desirable changes in people. Likewise, agricultural education has for its goals the building of a sound, satisfying, and adequate agricultural program as well as the improvement of country life. This means changes of a desirable sort. It is necessary for the student who is to undergo this change to want the change to take place or it will never come about. It becomes clear that two things are vital to the program when planning the year's work:

1. Objectives or goals must be made and they must be of a very specific nature. If there are no goals, there is no directive or guiding force to the program.

2. There must be an evaluation of the program, otherwise neither the student nor the teacher have any way by which they may judge the success or failure of their joint undertaking. Without goals or objectives, there can be no evaluation.

Essentials for Evaluating

The following are a group of essentials that might help in formulating a system for evaluating the young farmer program:

1. Definite educational objectives must be set for a specific community. These objectives for agricultural education may be broad enough to serve as a guide for any community, but the interpretation or the fitting of them to a certain community becomes the task of that particular community, teacher, and young farmer.

2. Ways and means must be established how to reach best these goals by each member of the young farmer group.

3. Definite criteria must be established for evaluating the program of the students as they approach their goals:

   a. Criteria for manipulative abilities can take a very concrete form. However, we should realize there may be no relation between having information on a given subject and the using of this knowledge. To be able to use effectively the facts on the home farm is the best test of understanding and knowledge that has been acquired.

   b. Criteria for managerial abilities becomes more difficult; they are often a combination of many abilities; the criteria for evaluation becomes more complex. To test a managerial ability of a student he must be judged on how well he can meet and solve problems of a managerial nature.

   c. Finally, criteria must be developed to measure attitudes which are by far the most difficult. Attitudes generally determine behavior patterns. It is here that there is a definite lack of clear, concrete criteria.

4. Criteria for evaluating must not be too complex nor too time consuming, but sufficient in detail to give a true conception of what takes place within the community, as an outward expression of achievement on the part of the individual.

5. Criteria for evaluation should be known by the teacher and student alike.

6. Students should be led to evaluate their own abilities.

7. Professional educators should assist the members of the community in evaluating the program, but leave the initiative and responsibility with the local people.

Making the Application

Perhaps the following will present a clearing of what the above has attempted to say. It is a method that was used by a member of the young farmer group and his teacher working together for the betterment of this young man's condition. This, combined with the other members of the organization, constituted the goals or objectives for the young farmer class for the year. It is to be noted that this program would fit only this particular community and could not in anywise be set as a standard for evaluating any other student or community.

The young farmer is 21 years old, married, with a child one year of age. He graduated from high school, completing four years of vocational agriculture. He lives in a small dwelling which he has built since becoming married. He is working as the son in a father-son partnership, and personally owns a tractor, its equipment, and two sows. They are cultivating 72 acres in row crops divided as follows: 27 acres in Virginia bunch peanuts, 15 acres in cotton, 25 acres in corn, 5 acres in barley, to be followed with soybeans, and 5 acres of permanent pasture. In 1951 the farm averaged the following: 1564 pounds of peanuts per acre, 267 pounds of lint cotton per acre, 59 bushels of corn; neither the soybeans nor the barley were harvested for grain. Sixteen pigs were farrowed per sow of which 13 were raised to 200 pounds.

Goals set for the year were:

1. Increase farm income by increasing production.
   2000 pounds of peanuts per acre
   300 pounds of cotton per acre
   75 bushels of corn per acre
   10 pigs per sow per litter
   10 pigs raised per litter
2. Improve managerial arrangement.
3. Improve farm and home.
   Better care of machinery
   More storage in the kitchen
   Better lawn

Ways and means for attaining these goals were as follows:

1. Test soils for fertilizer needs.
2. Follow fertilizer recommendations for each row crop.
3. Treat peanut seed for seed borne bacteria.
4. Dust peanuts twice for leaf spot.
5. Stack peanuts so as to better shed water.
6. Treat cotton seed for seed borne bacteria.
7. Dust for the control of weevils and bollworm.
8. Pick cotton as it opens to give better grade and staple.
9. Have sow in good condition but not fat at breeding time.
10. Build two A-type farrowing houses.
11. Run sows on barley and soybeans as soon as they farrow.
12. Draw up a written partnership agreement (feels this is necessary because of other children in the family).
13. Secure plans and build machinery shed.
14. Build 6 feet of wall storage cabinets in the kitchen.
15. Grade and sow lawn in September 1953.

The Results

It is interesting to note how this young man is following the major objectives of agricultural education.

1. He is becoming established in farming.
2. He is attempting to produce farm commodities efficiently.
3. He is learning to manage a farming business.
4. He is maintaining a favorable environment.
5. He has established definite goals that he feels he can reach.
6. He has set up ways and means for reaching these goals.
7. He has established a device for measuring the worth-whileness of the course he is to pursue. □

Theme for June . . .

The Summer Program

It is better to wear out than to rust out.—Bishop Cumberland

Evaluation in the FFA

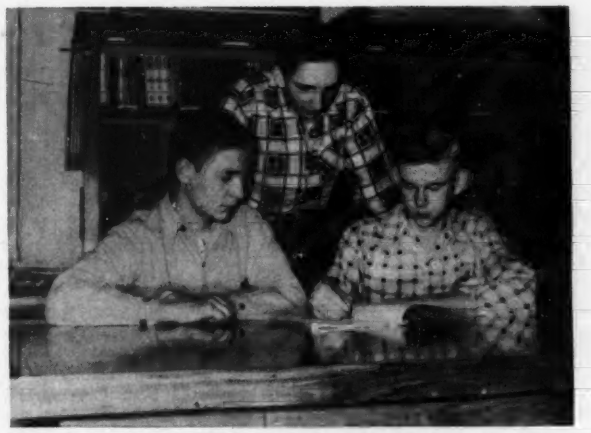
LLOYD J. PHIPPS, Teacher Education,
University of Illinois

Lloyd J. Phipps

EVALUATION is an important part of most programs of vocational agriculture and considerable time is devoted to it. Classroom work, supervised farming programs, and the work in farm mechanics are usually systematically evaluated. Comprehensive and systematic evaluation in the FFA is often ignored, however. True, most Chapters leave space on their program-planning forms for the recording of their accomplishments. This space is often not used, and when it is used the accomplishments recorded are in terms of whether an activity was completed or not. Little attention is given to the evaluation of progress toward the objectives of the FFA. FFA activities are actually ways and means of promoting educational objectives. We often forget that they are ways and means, however, and treat them as ends.

Program-Planning Form

Perhaps one of the reasons we so often forget that FFA activities are ways and means of promoting the accomplishment of educational objectives is the type of form usually used in developing a program of work. The usual form used fails to provide space for recording the proposed activities, the proposed goals, the ways and means, and the accomplishments. No space is provided for recording the objectives which the activities are supposed to promote. The activities are usually placed under various categories such as supervised farming, cooperation, and recreation. These categories imply certain objectives, but these objectives are not "spelled out" and it is difficult for boys to visualize the objectives implied. A program of work chart using the headings and their arrangement presented in Fig. 1 might help in focusing attention on the objectives of the FFA.



An FFA "standing committee" is capable of initiating the evaluation of activities when they also have an opportunity to develop and analyze the objectives of the FFA.

Basing a Program on Objectives

In building a FFA program of work the first step should probably be the consideration of the overall objectives of the FFA. The Official FFA Manual[1] and the articles by Sweany[2] and Knuti[3] might be consulted for lists of overall FFA objectives. After a list of overall objectives has been developed, a standing committee could be established for each category of objectives such as supervised farming and community service. These standing committees could then analyze the overall objectives in their areas and suggest sub-objectives which would be more specific and meaningful to them. Activities could then be suggested by each standing committee which they believe would contribute to these objectives and sub-objectives. When boys have an opportunity to develop and analyze their objectives, they have a basis for choosing FFA activities. Often when members of a standing committee do not develop, analyze, and understand the objectives for their area of the program of work, their choice of activities merely involves a selection of activities from those found in other programs of work with no attention being given to the possible contributions of their proposed activities to the promotion of valid objectives. The first step in evaluation is the development of an awareness of objectives.

Evaluations Based on Objectives

The committees responsible for analyzing the overall objectives, for developing sub-objectives, and for suggesting activities, goals, and ways and means might also be given the responsibility for initiating the evaluation of their Chapter's progress toward its objectives. This evaluation would be more than a measurement to determine whether the goals established for an activity were reached. It would also mean an evaluation of activities to judge whether they had contributed to the FFA objectives. For example, an earnings and savings committee might sponsor the gleaning of corn on Saturdays as a means of earning money. In evaluating this activity in terms of the FFA objective of promoting health, it may be found that although considerable money was earned many of the boys contracted colds because the corn was gleaned in bad weather. Evaluation of FFA activities in terms of ob-

(Continued on Page 258)

[1] *Official Manual Future Farmers of America*, French-Bray Printing Co., Baltimore, Md., 1949, p. 10.

[2] H. P. Sweany, "FFA Objectives, Is Revision in Order?" *Ag. Ed. Mag.*, Vol. 23, No. 12, June, 1951, p. 270.

[3] Leo L. Knuti, "Educational Objectives of the FFA," *Ag. Ed. Mag.*, Vol. 23, No. 12, June, 1951, p. 271.

Fig. 1. An FFA program-planning form that promotes the development and analysis of objectives and sub-objectives.

Area	Objectives	Activities	Goals	Ways and Means	Evaluation

A corn production demonstration plot sponsored by the Macomb, Illinois, Chapter. All activities should be evaluated in terms of FFA objectives and sub-objectives.

A picnic improves rural-urban relationships

WILLIAM W. STEWART, Vo Ag Instructor, Postville, Iowa

William W. Stewart

PROBABLY one one of our most neglected areas of activity as teachers of Vocational Agriculture has been the promotion of more harmonious rural-urban relationships. Here is a plan which works for me—perhaps it will strike your fancy.

It has been with considerable enjoyment that I have worked in this school for the past two and one-half years. Probably, partially at least, some of this feeling comes from the fact that the administration is sympathetic to the Vocational Agriculture program; the townspeople understand and co-operate with community activities; the FFA Chapter is alive; and the night school attendance, while small, has an attitude all their own in making my job easier.

A year ago last February our Commercial Club fed the farmers of this area (about two hundred farmers attended) in royal style to baked ham with all the trimmings and even seconds. The Commercial Club has been doing this for twenty-five years. The speaker of the evening was Chuck Worcester of Radio Station WMT of Cedar Rapids. After his speech he interviewed several farmers and businessmen, asking each one what they considered to be one thing that could be done to improve our town. The usual run of answers—public restrooms, more parking space, some activities for our young people, and so on were received. But the one which seemed to me to have the best possibilities for achievement and at the same time really be accomplishing something was mentioned by the last farmer interviewed who said, "I think the farmers ought to return the favor." The idea persisted in my mind for many days. I could think of no farm group of the community who might be large and strong enough to swing the "return favor."

Why it took so long to settle on the FFA as a sponsoring organization is uncertain, but the important thing is that they did. They took to the idea like ducks to water and their Dads came along the same way. Why it was so successful is dependent on several things. Probably of prime importance is the desire of the FFA boys to be recognized in something really worthwhile. I chose our Father-Son Banquet as the place to explain the plans and to suggest doing it. Never have I had any suggestion of mine receive such generous approval. So we set about to arrange for it. We appointed a special FFA committee to work on it. This was in April. The first job was to find out how many of the Commercial Club members would attend, and how many FFA members would co-operate. We found that, of our 56 FFA members, only one was not interested. Approximately 110 men belonged to the Commercial Club. Since the proportion was a little overwhelming we asked whether the night school council would object to helping out. They responded wonderfully. Many quirks and twists were ironed out and the date was set for early August. Due to a late harvest season for oats we moved it back two weeks. Everything was in readiness.

Cards had to be printed and addressed to each farmer and FFA member, old and new, to tell them what to bring. Previously we had decided on a fried chicken picnic, with everyone bringing a fried chicken and a dish to pass, plus sandwiches. Each FFA member was to bring his Dad.

Happily, it did not rain. The creamery made ten gallons of coffee, the FFA bought chocolate milk and cream and sugar. (I forgot to get ice cream.) Approximately 170 people were served in record time—cafeteria style. That was the first year. The second time was much better organized and about twice as many people came. Each time there was chicken and food left over.

Comments from businessmen were most flattering, and several farmers volunteered the information that they thought it was a good idea and should be continued.

The execution of the affair was really quite simple. Committees appointed included: printing and addressing cards; setting food out as it was delivered; assisting with serving (coffee, pop, sugar and cream); and a clean-up committee.

If possible it is best to have a place where rain would not "wash it out." We use the dining hall at the Fairgrounds. Tables, chairs, etc. should be arranged beforehand. We sent invitation cards to approximately 120 farm families giving date, place, and time. We also left room to tell each one what he was expected to bring: one fried chicken, sandwiches, silverware and plates plus a dish to pass. The latter was apportioned to bring in about 40% potatoes; 30% fruit salad; 25% vegetables other than potatoes; 5% relishes or pickles.

For a real service to the community, and wonderful public relations this has been a valuable aid. The boys are still talking about it, and the businessmen can still taste the chicken. An evening of informal fellowship, a softball game of "odd-balls" with NO SPEAKERS is really an invigorating experience. Try it! □

When farmers and townspeople come together around as much food as is shown here, good-will and fellowship are sure to result.

Evaluation in the FFA

(Continued from Page 257)

jectives teaches boys to think logically and it teaches them to place first things first.

When objectives are developed, analyzed, and understood, a subjective measurement of a Chapter's progress is possible. It is also possible for others to help a FFA Chapter analyze its progress. A FFA advisory committee of the agricultural advisory council can assist a Chapter to evaluate its progress when definite objectives and sub-objectives have been established.

Objectives and sub-objectives often prevent others from evaluating a Chapter's progress unjustly. If a Chapter does not develop its own objectives, and evaluate in terms of these objectives, others will assume objectives for the Chapter and evaluate the Chapter in terms of their objectives.

Definite objectives and an attempt to evaluate in terms of these objectives often prevent misunderstandings with other clubs in the school, with the teachers of other subjects, with the administrators of the school, with the parents, and with the other people in the community. People respect a group that establishes definite objectives and fearlessly evaluates their progress toward these objectives.

Evaluation of progress made toward objectives does not eliminate the necessity of measuring the accomplishments of an activity in terms of the goals for the activity. This type of evaluation then becomes only a part of the total job of evaluation.

The establishment of objectives in the FFA and an attempt to measure progress toward these objectives is rejected by some because they claim that no objective measures can be developed to measure progress. Even if this accusation were true, it is no excuse for abandoning objective measurement. Many of our most cherished possessions such as love and friendship often defy objective measurement. We rely every day on subjective evaluations. Why not use subjective evaluation devices in the FFA? □

EARNING—Denver Kaiser, vocational Agriculture Teacher at Adamsville, Ohio, and the Superintendent meet with an FFA Committee who are raising Chapter funds through the sale of improved crop seeds. Both the Advisor and Superintendent are fully acquainted with the problem of financing the Chapter.

SPENDING—The FFA Banquet provides an example of Chapter spending which benefits all members of the Chapter. In this picture, Robert Moneysmith, former Ohio FFA President, and George Huston, FFA advisor at Union Rural School, meet FFA members and their parents.

Guiding principles in financing the local FFA chapter

RALPH E. BENDER, Teacher Education, The Ohio State University

Ralph E. Bender

THE FFA, as a learning device, should teach boys how an organization can finance its program in a proper and adequate manner. More and more understandings and abilities are needed by individuals and organizations if they are to solve the many problems involved in earning and spending money. There are too many situations where questionable means are used in securing money and where money is being spent unwisely. The FFA Chapters throughout the United States are no exception. Advisers need to develop with boys sound principles of finance as a basis in developing and conducting the FFA financial program. Among those principles may be the following:

1. A Worthy Purpose, Consistent with the FFA Objectives, Should Exist for All Financial Activities

Money is not an end in itself. It is a means through which we get some of the things we desire. Therefore, an FFA financial program should not be based entirely on the amount of money made or spent but upon the nature of how it was made and spent. Inasmuch as the FFA is an educational agency with particular emphasis upon the development of abilities in farming, leadership, cooperation and citizenship, the methods employed in raising funds should aid in achieving some of those objectives. For example, it would appear to be far more appropriate for Future Farmers to be engaged in making money from chapter crop and livestock projects rather than by preparing food and selling it at some athletic contest. Likewise, if we are to be consistent with our objectives we would have no place in our program for money making through the raffling of turkeys or promoting other games of chance even though the school and community may tolerate such activity. Good use of funds does not excuse questionable means for raising them.

Projects employed for raising money should be approved by the school administration in all situations. The school administrator has the responsibility for coordinating the various activities of the many organizations within the school as well as that of carrying out the policy of the school. Advisers as well as Future Farmers often need to be reminded that the FFA is but one of many school organizations interested in money-making activities. Equal opportunities and fairness to all of these organizations are necessary.

Generally speaking, it is unwise for the FFA to compete with local persons or businesses in making money. In one school community it may be desirable to sell hybrid seed or to prepare and sell mineral mixture. In another community, such activity may be in competition with an established business and it would be so harmful as to "cost" the teacher his job.

Future Farmers should pay their own way as they go. Therefore, the number of donations from outside agencies and individuals should be kept at a minimum. Many times local advertising secured for the sponsoring of some project would be classified in this same category. If and when local concerns are called upon to make donations, there should be some value received so far as they are concerned. It is better to have local business establishments and others willing to give more support to the program than they are asked to provide.

Many FFA Chapters conduct gilt chains as a means of promoting better swine and at the same time providing the Chapter some income. Some cases have been known where a Chapter purchased a registered gilt that was contracted to one of its members who in turn was required to return to the Chapter two gilts of size and quality similar to the original. This procedure enabled the boy to get a start in purebred livestock but it was at a tremendous cost. The Chapter profited at the expense of the boy who needed the help. It would have been far less expensive for the boy concerned to have borrowed the money to finance such a project.

2. An Annual Budget of Receipts and Expenses Should Be Developed

As a part of the FFA program, an annual budget of receipts and expenses should be developed. A proposed budget may be prepared by the earnings and savings committee, chairmaned by the treasurer. This committee should check all areas of the program carefully to learn the various financial needs of Chapter projects. Needs may be more accurately ascertained by studying the receipts and expenditures of former years. The proposed budget should be submitted to the Chapter and the school administrator for discussion and approval. This should be done at the time of approval of the program of activities. There is little use of adopting a program which cannot be financed. It is well to include a copy of the budget in the annual mimeographed or printed program.

The budget should include a listing of all estimated receipts and expenses with space left for the recording of actual receipts and expenses as follows:

Budget of Podunk FFA Chapter—1952-53

Receipts	*Estimated*	*Actual*
Dues—40 members	$ 40.00	
FFA corn crop (profit)	150.00	
Seed sales commissions	130.00	
Scrap drive	110.00	
Sale of refreshments at football games	75.00	
Fair exhibits	30.00	
Etc.		

Disbursements	*Estimated*	*Actual*
State and national dues	$ 30.00	
State camp contribution	10.00	
Delegates to state convention	20.00	

(Continued on Page 260)

Guiding Principles—

(Continued from Page 259)

Delegates to national convention	40.00	.....
FFA banquet	60.00	.....
Secretary and treasurer supplies	10.00	.....
Photographic and scrap book supplies	30.00	.....
Refreshments—12 meetings	60.00	.....
Red Cross and March of Dimes	10.00	.....
Contest awards—		
Public Speaking	10.00	.....
Project Accounting	15.00	.....
Scholarship	10.00	.....
Etc.		

The above procedure is consistent with what good teachers of vocational agriculture attempt with each boy in developing his farming program. Likewise, it is consistent with good organizational procedure. More such work needs to be done by the FFA Chapters.

3. All Members Should Share Somewhat Equally in Making and Spending Money

It is impossible for all members of an organization to contribute exactly the same amount of time, effort or things of a material nature. An attempt, however, should be made to have all boys participate in accordance to their abilities. It appears in most instances that it is well to have an annual fee or dues required of each member. This is typical of what is experienced in holding membership in most adult organizations. Dues should be determined by the members and should be at a rate that will cause no undue financial hardship on any prospective member.

In selecting fund-raising activities, the extent of participation provided all members should be considered as one of the factors. If projects are selected which require individual effort such as selling seeds or Christmas cards, or performing such work as picking apples, then it would be well for each individual to share the returns in proportion to effort expended or results secured. For example, if a Chapter is granted $2.00 commission per bushel of seed corn sold, it would seem fair for the boy who did the selling to receive $1.00 and the Chapter the remaining dollar, rather than to give the Chapter all of the profit. This kind of arrangement will encourage the boy to give the project his best effort.

Boys should likewise share somewhat equally in the expenditures of funds. It is difficult to justify the Chapter financing a two weeks' tour for one carload of boys and the adviser. A better program may be to spend the money in a way in which most of the members would share.

4. Good Business Procedure Should Be Followed in All Financial Activities

The FFA should be a demonstration of good procedure in all matters of receiving and expending funds. Written receipts should be made for all money taken in and payment by check is more desirable than payment in cash. The treasurer should keep a neat and accurate record and make regular reports to the FFA Chapter at each meeting. An audit of his books should be made at least twice during the year. All of the membership should participate in discussion and in making decisions concerning major changes involved in balancing the budget. The FFA should take advantage of the many available opportunities to develop more interest, understanding and ability to conduct sound financial programs among its membership. □

Evaluation Improves—

(Continued from Page 255)

agement, Farming program elections, and, Getting individual farm shop projects

November-December — Beginning teachers' problems, Teaching adult classes, and, Summarizing and analyzing farming program records

January-February — Beginning teachers' problems, Classroom teaching, and, Teaching "Keeping Farming Program Records Up to Date."

April-May—Beginning teachers' problems, The Future Farmers of America program for 1951-52, A summer program of activities for a local teacher, and, Completing the school year

The beginning teachers also participated in approximately three to four district meetings which were planned for all of the teachers of vocational agriculture. Some of the topics discussed at these meetings were: Planning and conducting adult education programs, Developing and planning district programs, Evaluating applications for State Future Farmers of America Awards, and, Use of farming program records.

Recommendations for Improvement

Among some of the findings in the study there were evidences to support this partial list of the following recommendations. These appear appropriate for developing further the competency of beginning teachers through the in-service program.

1. That the Teacher Education staff place more emphasis and develop more effective techniques for meeting the difficulties in the long-time program, young farmer, farming program, and adult farmer areas.

2. That provision be made for the beginning teachers to participate more in developing the in-service program.

3. That beginning teachers be advised to enroll in "Off-Campus Graduate Courses" that are taught by a member of the Teacher Education staff.

4. That two quarters of student teaching be continued in the pre-service professional program and a more intensive in-service program be conducted.

5. That the Teacher Education staff assume leadership in planning more small group conferences.

6. That the state beginning teachers' conference be deleted from the in-service program and the content of this conference be incorporated into small group conferences during late July or early August. The itinerant teacher trainers should provide the leadership for planning and conducting these conferences. □

The FFA—

(Continued from Page 244)

Activities contributing to accomplishment of objectives:

1. Devote a meeting to a discussion of the total school program, the place of vo-ag in the program, and what special services are available to students (such as guidance).
2. Initiate and conduct school improvement projects.
3. Sponsor tours of S.F.P. for all teachers in the school.
4. Sponsor events for parent education about vo-ag: class-parent meetings, S.F.P. tours for parents, etc.
5. Sponsor events and meetings designed for personal improvement.

III. *Cooperation*

Objectives: To develop the ability of members to recognize opportunities for cooperative undertakings. To develop the ability of members to initiate and to participate effectively in cooperative undertakings.

Activities contributing to accomplishment of objectives:

1. Cooperative buying and selling for FFA members only.
2. Cooperative ownership of items for loan or rental, chain gilts, farrowing houses, and farm equipment, to FFA members only.
3. Cooperative ownership of bulls and boars to provide good breeding stock for S.F.P. animals.
4. Evaluate past FFA cooperative activities to determine effectiveness and the need for new undertakings.

IV. *Community Service*

Objectives: To develop understanding of the responsibilities of citizens to their communities and the ability to assume such responsibilities. To develop ability to initiate community improvement activities and to participate effectively in such undertakings.

Activities contributing to accomplishment of objectives:

1. Study the community to determine needs.
2. Contribute to worthy causes.
3. Initiate and participate in community beautification projects—clean-up week, tree planting, etc.

V. *Finances*

Objectives: To develop ability of members to manage money and make financial transactions. To develop ability of members to anticipate financial needs and plan for them. To develop ability of members to keep accurate records and accounts. To develop ability of members to plan and carry out fund-raising activities.

Activities contributing to accomplishment of objectives:

1. Carry on money-raising activities only to the extent required by the budget.
2. Maintain and manage a loan fund for assisting members in the development of S.F.P.

VI. *Recreation*

Objectives: To develop an understanding of how leisure time can be used

(Continued on Page 261)

How effective are first-year teachers*

H. R. DAMISCH, Supervisor, Illinois

BASED UPON the observations of the Supervisors of Agricultural Education, there is a great deal of variation in the effectiveness of first-year teachers. It is apparent in the supervising of these teachers that one may impart information but not understanding.

In soils, crops and livestock fields there is a greater understanding of *how* to do the job than *what* to do. For example, there is difficulty in determining what to teach to be abreast of the times. This is especially the case as it would pertain to progress in farming to include grass, legumes, silage, corn drying, storage and antibiotics.

In farm mechanics there is difficulty with both *what* to teach and *how* to teach it, along with the problems in shop management. In addition, farm shops are coming into use where neither experienced nor inexperienced teachers know how to use them.

In soil conservation there is a great deal to be desired. In every district where there is a soil conservationist, his services should be enlisted. Invariably he is very willing to help. If a teacher fails to use and coordinate the efforts of such experts, he is overlooking a valuable cooperating agency.

In a similar fashion, a large percentage of teachers are not fully using and analyzing student records which afford one of the best teaching devices known.

There are a number of corrective measures for beginning teachers:

1. Don't try to run the whole school the first year.
2. Don't gossip; keep the work professional.
3. Don't feel that the agriculture department is the only department in the school.

A few suggestions of a general nature:

1. Make supervisory visits to projects really worthwhile.
2. Encourage FFA boys to assume responsibility.
3. Try to teach good citizenship.
4. Organize the work and maintain good discipline.
5. Learn to meet people.
6. Be fair to all persons.

It is generally conceded that the effectiveness of the first-year teacher can be ascertained by the manner in which he adjusts himself to the local situation. This means the relationship which he establishes in the community with farmers, with the school administrators, with faculty members and with students in his department.

Furthermore, the effectiveness of the first-year teacher depends upon how he organizes his work to meet the needs of agricultural education. He must have a clear perception of the community in order to know where he is going, and how he is going to get there. He must have confidence in his own ability, as well as that of his students.

Each student's program should be analyzed annually. The findings would form the basic factors in the department evaluation. These can be compiled in a yearly report which should be descriptive, statistical and forward-looking.

The success of a first-year teacher may be largely determined by the way he meets people and how he works with them.

The effectiveness of a teacher will depend upon how well he keeps the program geared to the progress of the times.

The opportunities for a first-year teacher are numerous and varied. He has a great challenge in whatever community he may be located. □

*Condensed from a panel discussion by State Supervisors A. J. Andrews, H. F. Engelking and H. R. Damisch.

Records and data are necessary for evaluation

CHARLES DRAWBAUGH, Vo Ag Instructor, Valley View, Pennsylvania

Charles Drawbaugh

SELDOM does a day pass when some use is not made of a good set of records in vocational agriculture. Records are absolutely necessary in this business of teaching. But they are of no value in themselves. The teacher requires these records for the information they possess, and the help they will give him in his future efforts.

There is no escaping evaluation. Vocational agriculture is continually being judged. Students are given grades or they are denied them. Students are always in the process of rating themselves. At the same time the teacher is comparing his program with the programs of other departments. All this judging, and rating, and comparing is evaluation . . . evaluation in its highest form.

Just how, you may ask, does one evaluate himself or his department? Written records are far better than records that are recalled from memory. They are better because they are more accurate and contain many more pieces of information. So the written record is one of the sources available to the teacher of agriculture who wishes to evaluate his program.

Sometimes there is no written record available. Is it because too many teachers "go to seed" too early in their careers? Records of the boys will help the teacher to keep mentally and spiritually awake. Records of the boys are the most important data he needs to evaluate the work he has done in the department.

Teachers have used a variety of devices and procedures to determine student progress. But only when the results of these devices are written into a permanent and cumulative folder do they become a true record.

A suggested pupil folder might include the following headings:

1. General student information.
2. Classroom records.
3. Supervised farming program records.
4. School shop records.
5. FFA activities records.
6. Extracurricular school records.
7. Community activities records.
8. Out-of-school or Follow-up records.

Sub-headings might be placed under each of the above headings to fit the needs of the department. The pupil and the teacher together should keep the folder up-to-date. In this way each would have the chance to review the progress being made.

No two teachers keep records in exactly the same way. But regardless of the system used it is important that records are kept and filed in an orderly fashion. This will make the records more useful because the necessary material needed will be more easily available.

When a folder is set up for each boy, and when these folders are brought up-to-date periodically, then the teacher and the boy can more accurately and completely evaluate the program of which they are a part. □

The FFA—

(Continued from Page 260)

profitably and enjoyably. To develop the ability of members to participate in various leisure time activities, especially those of a rural nature. To develop the ability of members to act in a sportsmanlike manner.

Activities contributing to accomplishment of objectives:

1. Sponsor special events to highlight hobbies of members.
2. Sponsor book exchange (novels) among members.

The objectives listed indicate that much can be accomplished through the FFA. The list of activities represents a change in emphasis as well as the elimination of many of the present activities. We need to get back to a "boy-managed" organization which will contribute to the development of abilities needed by our future farmers. Let's let the FFA be a "wheel," and let the total program of vocational agriculture be the "vehicle" as we strive to prepare our farm youth for establishment in farming as a business and as a way of life. □

Will your summer program include some time for writing a story for the **Magazine?** Note the themes announced in April. Get some good pictures to illustrate your story.

Fiction or fact?

GERALD B. JAMES, Teacher Education, North Carolina State College

"I'd Rather Farm Than Study Vocational Agriculture"

By JOHN KORNSILKE, Sophomore, Swineville High School, U. S. A.

I DON'T SEE WHY I had to come to school today. I could have finished that other farrowing house like the one I made Saturday. But Dad says I gotta stay in school and learn something. Every time Mr. Jones—he's my Ag teacher—talks to Dad or Mom it adds another year to my schooling. He came out to our place last Fall a year ago—when I first started taking ag—and now he has been back again. Glad I was down at the barn both times. I'm afraid he'll say something to Dad about me not studying like I ought to. Anyway, Dad had already said I could quit school when I was 18 and start farming for myself, but Mr. Jones can talk Dad into anything. Now he even wants me to finish high school.

It'll sure be expensive schooling if that other sow farrows before I get that house finished. I wanted to make it in the school shop—their tools are a lot better than ours—but I still haven't been checked off on making those five joints required before I can make something of my own. I would have finished yesterday if I hadn't ruined those dowel joints. Seems like to me they're more for furniture work than farm work anyway. Guess I'm partly to blame though, because when he was explaining it I was trying to learn how to cut rafters for that first farrowing house. That's what I get for not paying attention. But I surely did learn to cut rafters. Uncle Lloyd was going to hire a carpenter to build that tool shed of his all because he couldn't cut rafters, but I showed him how. He has already started it now.

Uncle Lloyd says he would like to be taking ag like me so he could learn some of these things. I told him I sure wish we could change places. But Mr. Jones says the ag department is a part of the high school and is for high school boys. Otis sees it a little different though. Otis is my brother. He spent three years in the army and is in the veterans' farming class now. He says the veterans' teacher seems to be trying to help get them started in farming. Wish I could be in that instead of my ag class. They really learn things. Otis was telling Dad the other night about the proper placement of fertilizer around corn—says we've been doing it wrong. Sounds reasonable too. I saw something else in a magazine about it the other day when Mr. Jones was going over those 15 breeds of chickens again that he asked us to name on the test.

I hope Mr. Jones gets some blades for the jig-saw before Monday. If he doesn't I may not get started on my magazine rack in time to finish it by the 23rd. We have to be through in the shop by then—veterans are going to be using it for a couple weeks and we have to get our projects out of the way. Their shop work is in the afternoon after school. Sometimes I stay and help Otis. He showed me how to cut some stair stringers for a set of back-steps last time. He lets me help him quite a bit. I bored all the holes in the frame and body of that trailer he built. In fact, I even laid them out while he and some of the other fellows were over in the other corner of the shop watching a demonstration on setting a combine for harvesting beans. He says he learned what makes ours crack so many.

I got out of study hall a few days last week to come down to the ag department—found some new ideas on corn. Wait till I tell Dad about my plan for hitting 100 bushels per acre. Mr. Jones said he'd go over my plans with me, but he kept so busy working with the boys trying out for the Parliamentary Procedure Contest that I never did get his ideas on it. When I told him what I was looking for, he told me to read those two chapters in the field crops book on corn, but that stuff must be 30 years old. Anyway, I planned the whole program for our 30 acres of corn last year and we averaged 68 bushels—had some places that would have gone 95 or a 100, Otis said. I just read that new bulletin from the Experiment Station and an article in the *Better Farmer* about increasing yields. They sound good to me.

Maybe I'd better wait until next week to tell Dad about my new plans for the corn. Maybe that will distract his attention from my report card a little. Mr. Jones said I would have pulled up to a "C" this time if I had got those last two questions on the test: What Indians called corn and how many people live and work on farms in the United States. I didn't remember hearing anything about those two. We must have gone over that the day I was reading that bulletin on the "Relative Merits of Various Corn Hybrids."

Dad says I did such a good job with the corn last year that I can take over management of the hogs this Fall. I thought he'd turn them over to me after I selected the gilts last year and put in the new water line, fencing, and ladino pasture for them. Somehow, I kinda believe Dad wants to gradually turn things over to me, especially since Otis has a place of his own now. Just for 17 years old I guess I'm not doing too bad, with full responsibility for 30 acres of corn, six dairy cows, the laying flock, and prospects of becoming the swine man too. If I didn't have to go to school I believe I could really do a good job, but three more years is a long time. And Mr. Jones says it'll be longer than that if I don't hurry up and select my project and get started on it. Wish I could count the cows, corn, chickens or hogs, but I tried that before. He wants it to be mine and I only got 15 per cent of the net on the chickens, cows and corn last year. Guess I could have another beef steer like I did last year. Mr. Jones seemed to like that. But Dad said I put too much time on it. He may not like the idea, and I guess he's right. The steer took half as much of my time as the four sows and I barely broke even on the steer—wouldn't have done that if I hadn't won a little prize money and sold at the FFA sale where everyone bids a little higher just because its us school boys.

I don't know what to do, but I've got to figure out something for a project so I can pass. I'm in it bad enough already. Mr. Jones didn't like it because I didn't stay after school Thursday for that FFA Committee meeting on cooperation. I wanted to stay but I had planned to go with Dad and those other three men to check on saving by buying lime in carload lots. They were representing the whole community and I learned plenty from hearing them talk. Looks like that soil testing business is getting things moving.

I think I'd better take it slow in these FFA activities anyway. That FFA dairy contest didn't help my grade any. Mr. Jones says I won't make a good dairy man since I let Dad sell that registered Jersey that all the FFA boys placed first in the contest at our place last Winter. She was a pretty thing, but this was the second calf straight she has lost. Too, Mr. Jones couldn't understand why I placed Bell above Jane, especially since they are our cows and I see them every day. He says anybody can see that Jane is a classier and better built cow. She is a beauty but she's barely paying her way now based on our milk weights and tests one day a week. Bell makes us about 10 times more above care and feed costs even though she does have one broken horn and is poorly marked. It's what they produce above feed costs that counts with me.

I guess it's pretty easy to criticize the teacher and blame him for everything—I'd better learn to do my part and now's a good time to start. I'll read the assignment on the history of draft horses in the textbook for tomorrow so I can get home when the bell rings and get the tractor buzzing on the Spring plowing. □

Which Stayed in Farming?

I left my dad, his farm, his plow
Because my calf became his cow;
I left my dad, t'was wrong of course
Because my colt became his horse;
I left my dad to sow and reap
Because my lamb became his sheep;
I dropped my hoe and struck my fork
Because my pig became his pork.
The garden truck I had to grow
Was his to sell and mine to hoe.

With dad and me its half and half
The cow I own was once his calf;
No town for mine, I will not bolt
Because my horse was once his colt.
I'm going to stick right where I am
Because my sheep was once his lamb.
I'll stay with dad - he gets my vote
Because my hog was once his shoat.
It's fifty-fifty with dad and me
A profit sharing company.

From—Arkansas Service Bulletin.

...Tips That Work...

Seed identification in one neat package

Eldon L. Rodieck

ARE YOU teaching seed identification with "Model T" methods? If so, you are working too hard. Here is an idea you might like to use and perhaps develop in your state.

The Collegiate Chapter FFA, California State Polytechnic College, San Luis Obispo, California, in its program of service to the Vocational Agriculture Program, has recently developed a Seed Study Kit and Manual which makes the teaching of seed identification much easier. A similar aid might be prepared in any State needing such a teaching aid.

The purpose of the project is to help Vo-Ag teachers carry on a more adequate instructional program in the crops field by providing them with "ready-made" instructional materials. Most instructors know that numerous bulletin and textbook references are available, but too often this material is so detailed, technical and scattered that many Vo-Ag teachers hesitate to tackle the job of selecting what to teach. The Seed Study Kit and Manual have been devised to meet this need.

The manual is designed in simple form and in a non-technical language so that all teachers, especially those whose forte is not in the crops field, will have a ready and easily applied source of information to use in their teaching. It contains sections on seed identification, plant identification and seed judging; a source unit, teaching plans, an appendix and a glossary. Much of the material was prepared by faculty members of the Crops Department at California State Polytechnic College, and was coordinated and edited by students in agricultural education who comprise the membership of the Collegiate FFA.

The Seed Study Kit contains fifty samples of seed in glass bottles packaged in a neat container with an accompanying identification list. In addition, eleven samples of the more common seeds are included so that the departments can grow out head samples to supplement their kits. The Kit is not only complementary to the Manual, but serves as an ideal visual-aid which can be used to definite advantage in class-room instruction. These seed samples can also be a valuable aid in training teams for State Agronomy Contests.

Collegiate FFA members assemble seed study kits for distribution as a teaching aid.

The Kits and Manuals have been enthusiastically received by California Vo-Ag teachers and the idea has gained considerable momentum. The interest in this project shows the wisdom of the addition of the Seed Study Kit and Manual to Vocational Agriculture, and the Collegiate Chapter hopes to develop this aid to its proper and very important place in agricultural education.

Eldon L. Rodieck, Cadet Vo-Ag Instr., Calif. State Polytechnic College. □

At Salem, Missouri, labeled sections are maintained in the students' notebook cabinets for each committee of the FFA Chapter. The arrangement provides a convenient place for the various committees to keep their materials. More important, perhaps, it tends to remind the committees of their responsibilities continuously throughout the year.

G.F.E.

Responsibility for Evaluation Is Yours!

Several thousand youth will be completing their all-day programs in vocational agriculture during this month and next. Are you prepared to follow up on the use they make of their training? Will you be able to say ten years from now what became of them? *What an opportunity for evaluation!*

Do you have an adequate follow-up form? Have you plans for the frequency and manner of using it? Do you have in mind the needs for such follow-up information as basis for improving your instruction and planning programs of additional service to these young men through an out-of-school program? *The responsibility is yours!*

Gov. Robert F. Kennon of Louisiana (left) presents Jimmy Dillon with a Louisiana colonel's commission after the 20-year-old college junior at Louisiana State University was elected the first national Future Farmers of America president from Louisiana. State Superintendent of Public Education Shelby M. Jackson, founder of the first Louisiana FFA chapter in 1929 while a vocational education teacher, looks on.

Young Dillon was elected FFA president by more than 7,000 farm youths at the national convention held in October at Kansas City, Missouri. Louisiana's only other national officer was a vice-president elected in 1932.

Jimmy met President Eisenhower in February, and will speak in most of the 48 states and make flying trips to Puerto Rico and Hawaii before his year's term ends. Then he will finish his agriculture course at the state university next year and return to the 120-acre Dillon farm in north Louisiana.

Said Governor Kennon at the presentation, "Every year there seem to be fewer farmers than the year before, and if our country is to continue eating in the manner to which it is accustomed, the answer must lie in getting better farmers. If we can get our youngsters in school interested in farming, it will help a great deal in assuring us an adequate supply of farmers. Besides, we still need rural people to keep America the type of country we like to have. Governor Kennon was born and raised in the small town of Minden, about one hundred miles west of Jimmy's home.

Since Superintendent Jackson formed the first Louisiana FFA Chapter at Benton High School in Bossier Parish in 1929, the state group has grown to 236 chapters with approximately 9,000 members. The state organization is sponsored by the Louisiana Department of Public Education which Jackson now heads.

Pictures of the month . . .

A contest open to all teachers of Vocational Agriculture and farm veterans

FIRST PLACE ⌂ **"SHOWING THEM OFF AT DISTRICT DAIRY SHOW"**
Warren Duncan, Teacher, Lawrenceburg, Kentucky
Camera: 4 x 5 Busch Pressman
Film: Super Pan Press Type B, f.8 at 1/1000.

"TRACTOR TRAILER FOR HAY LOADING AND HAULING"
H. W. Welton, Teacher, Kearney, Nebraska
Camera: Kodak No. 1 Diomatic
Film: Ansco Plenachrome 620, f.11 at 1/100

"TAGGING SHEEP"
H. C. Horstman, Teacher, Anna, Ohio
Camera: Kodak Tourist
Film: Kodak XX, f.16 at 1/50.